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OF

THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

REPORTS OF SOCIETIES
EDUCATIONAL DISCUSSION

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ANNUAL MEETING

The thirteenth annual meeting will be held at the University of Pennsylvania, Friday, December 31, and Saturday, January 1, in connection with the annual meeting of the American Association for the Advancement of Science. The preliminary program will be found below and further announcements will be circulated to officers of Local Chapters in advance of the meeting. Members expecting to attend are invited to advise the Secretary in order that they may receive the revised program.

The local committee consists of H. C. Richards and F. H. Safford of the University of Pennsylvania.

Headquarters: Hotel Benjamin Franklin; Bennett Hall, University of Pennsylvania.

A reduction of one and one-half fare on the "Certificate Plan" will be available for members (and their wives) from practically all points in the United States and Canada attending the meeting provided not less than 250 certificates are presented.

Tickets at the regular one-way tariff fare for the journey to Philadelphia may be obtained at dates depending on the locality. *A certificate in the name of the American Association for the Advancement of Science must be obtained with these tickets.* Certificates should be left at the registration room, in order that they may be endorsed at the office of the A. A. A. S. and validated by the railway agent. They may be secured later and they will entitle the holder to purchase a return ticket at one-half the regular one-way fare.

PRELIMINARY PROGRAM

Thursday, December 30, 1926

8.00 P.M. Meeting of the Council.

Friday, December 31, 1926

9.00 A.M. Registration of delegates and members

If several delegates are present from the same institution one should be designated as voting representative in case of a proportional vote¹

Meeting of the Council

¹"ARTICLE X.—Members of the Association in each institution may elect one or more delegates to the annual meeting. At the annual meeting questions shall ordinarily be determined by majority vote of the delegates present and voting, but on request of one-third of the delegates present a proportional vote shall be taken. When a proportional vote is taken the delegates from each institution shall be entitled to one vote and, in case of any institution with more than fifteen members of the Association, to one vote for every ten members or majority fraction thereof. The votes to which the delegates from each institution are entitled shall be equally divided among its delegates present and voting."

10.00 A.M. *First Session*

Committee M, Freedom of Teaching in Science, S. J. Holmes, *Chairman*

Committee W, Status of Women in College and University Faculties, A. Caswell Ellis, *Chairman*

Committee L, Cooperation with Latin-American Universities to Promote Exchange Professorships and Fellowships, L. S. Rowe, *Chairman*

1.00 P.M. Luncheon

2.00 P.M. *Second Session*

Committee G, Methods of Increasing the Intellectual Interest and Raising the Intellectual Standards of Undergraduates, E. H. Wilkins, *Chairman*

General Report and Statement

Discussion of Reports:

- (1) Sectioning on the Basis of Ability, C. E. Seashore (see *Bulletin*, February-March, 1926)
- (2) Intercollegiate Football, E. H. Wilkins (see *Bulletin* April, 1926)
- (3) The Selection, Retention, and Promotion of Undergraduates, H. H. Bender (see *Bulletin*, October, 1926)

5.00 P.M. Meeting of the Council

6.30 P.M. Annual Dinner of the Association, Hotel Benjamin Franklin

Saturday, January 1, 1927

9.00 A.M. Meeting of the Council

10.00 A.M. *Third Session*

Brief Reports of progress from other committees not having special assignments in the program

1.00 P.M. Luncheon

2.00 P.M. *Fourth Session*

- (1) Reports from the Officers
- (2) Recommendations from the Council
- (3) Report of the Nominating Committee and Election of Officers
- (4) Unfinished and Miscellaneous Business

4.00 P.M. Meeting of the Council.

Constitutional Amendments.—Article III of the Constitution, Section 3 to read:

The President, the Vice-President, and the elective members of the Council shall be elected by a majority vote of those present and voting at the annual meeting. The Secretary and the Treasurer shall be elected by the Council...

Article VIII, Section 1 to read:

A member who assumes duties wholly or mainly administrative may be elected by the Council to honorary membership.

REPORT OF THE COMMITTEE TO NOMINATE OFFICERS

Vice-President—

J. S. P. Tatlock	English	Harvard
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For the Council (term ending January 1, 1930)—

Ernest Bernbaum	English	Illinois
R. M. Bird	Chemistry	Virginia
Katherine Gallagher	History	Goucher
E. E. Hale	English	Union
E. R. Hedrick	Mathematics	California, So. Br.
F. G. Higbee	Geometry and Drawing	Iowa State College
H. J. Hughes	Civil Engineering	Harvard
Ernest Merritt	Physics	Cornell
G. W. Stewart	Physics	Iowa
Karl Young	English	Yale

For term ending January 1, 1928 (replacing H. B. Alexander resigned)

F. M. Fling	History	Nebraska
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GENERAL NOTES

PAN-AMERICAN CENTENNIAL CONGRESS AT PANAMA

(EXCERPTS FROM REPORT OF THE DELEGATE)

"The Pan-American Centennial Congress, or *El Congreso Pan-Americano conmemorativo de del Bolívar*, as it was styled officially, met at Panama from June 18 to June 25, 1926. It grew out of a desire to celebrate, in an appropriate manner, the services rendered by the Great Liberator, Simón Bolívar, in behalf of American confraternity and continental solidarity. The congress was, however, something more than a mere *commemorative* body. It was one more attempt to bring about closer and more friendly relations between the peoples of the Americas..."

"...On the whole the first formal session of the congress was a great and illuminating study in nationalistic psychology. The Pan-American Centennial Congress was true to type. It was another occasion for a clash between two irreconcilable principles: the struggle of the Pan-Americanism of the small nations, an ideal of Utopian equality, with the Pan-Americanism of the large nations, an ideal of domination."

"Three formal sessions of the congress were held on Tuesday, June 22...After a solemn *Te Deum* in the Cathedral of Panama, the first formal session of the day was begun. It dealt with the unveiling and dedication of the monument to Simón Bolívar; and took place in the *Plaza de Bolívar*. President Rodolfo Chiari, of the Republic of Panama, unveiled the monument and delivered an address. Addresses were also delivered by Dr. Samuel Lewis, Dr. Lanz, and others...The monument is a noble piece of art. The bronze figure of the Great Liberator, showing him in a moment of deep thought; the panels portraying events of the war of emancipation; the inscriptions; the two symbolic figures, holding a laurel branch above his head; and the giant condor surmounting them all, have been impressively and faithfully executed...The most impressive ceremony, however, was that in connection with the exercises in the Sala Capitular of La Salle College. The session was in charge of the Secretary of Foreign Relations, Señor Horacio Alfaro; and was so timed as to begin at the very hour at which the session of the first Pan-American Congress began one hundred years ago. The *sala* itself is full of historic interest. It is a hall fully three hundred feet long by about fifty wide, and occupies the

wing of the college, on the second floor, fronting on the sea. It has a wonderful view of the bay, the islands, and much of the seacoast. At the southeastern end of the hall is the platform somewhat raised from the floor. On the wall above it hung a life-sized portrait, in oil, of the man in whose honor the exercises were held. The most solemn moment was that in which the audience stood for a few seconds in honor of the men of 1826. There were several addresses given but no one surpassed that delivered by Dr. Alfonso Robledo of Colombia. It excelled in all those qualities which make an address great: in thought, in composition, and above all in its masterly delivery. And as if to give added emphasis to the whole the waves of the sea beat against the foundation of the building with an irregular rhythmic swish, clearly audible in every part of the great hall. It was a great occasion, a real challenge to the orator, and the result was one of the most brilliant efforts of the congress.

"It was natural that the installation of the *Universidad Bolivariana* should have occurred on the day of the anniversary of the Pan-American Congress of Bolívar. The exercises attending this ceremony took place in the *Aula Maxima* of the *Instituto Nacional*, and were in charge of the President of the Congress, Dr. Méndez Pereira. They were held in the evening. After a brief address, President Pereira directed that the messages and telegrams which had been received should be read. This was done after which several addresses were delivered. The address on behalf of the universities and colleges of the United States was delivered by Dr. Charles Wilson Hackett, member of the official delegation of the United States and of the University of Texas. He chose for his subject, *Bolívar's Title to Immortality*. The following paragraphs are especially worthy of incorporation here:

'On the roll of the illustrious Latin-Americans in the period from 1810 to 1830 no name stands higher than that of Simón Bolívar. Yet it is incorrect to regard Bolívar and his colleagues merely as Latin-Americans. They belong not alone to Latin-America, but to humanity and to the world. I am firmly convinced that "when after a hundred centuries" posterity shall look back upon the period beginning in 1776, the names of Washington, Jefferson, Lafayette, Kosciusko, Bolívar, San Martín, and Hidalgo will shine, each in its own sphere of human activity, with equal brilliance in that glorious firmament of democracy and human freedom which was their handiwork.

How then shall a Holy Alliance of a Metternich and a Russian Czar be compared with the democratic and self-governing nations that had their birth in the sacrifices and travails of such incomparable world patriots as Simón Bolívar?

'While Bolívar's greatest achievement was the liberation of a region imperial in extent, that work, great as it was, fails by far to constitute his sole contribution to posterity. His prophetic vision of Panama as the seat of an "august congress" is clearly revealed in the Jamaica letter; his political philosophy is best set forth in the Angostura address, and in his Constitution of Bolivia. Moreover—himself a man of education and culture—Bolívar found time, despite his multifarious and stupendous duties on the field of battle, and in the council hall, to promote education. In his address to the Congress of Angostura, Bolívar made the following pronouncement that is worthy of being a motto of any free people:

Popular education must be the paramount care of the paternal love of Congress. Morals and enlightenment are the poles of a republic; morals and enlightenment are our prime necessities.

'I know not, and it is not my function to predict what may be, or what should be the outcome of any of the several projects for the establishment of political Pan-Americanism. But of this I am certain. There is today an ever-growing cultural and educational Pan-Americanism that knows no bounds save those of truth, and no rules save those of fraternity and cooperation. For the promotion of this kind of Pan-Americanism this Bolivarian University here installed tonight will be a mighty factor. It merits and will receive the blessing of all who would follow the Biblical injunctions to seek truth and to love thy neighbor as thyself.'

"An event of especial interest and importance, but one quite outside of the official program of the congress, was the informal luncheon of the representatives of the universities, colleges, learned societies, and scientific corporations, held in the *Club Unión*. About fifty persons attended; and representatives from the leading institutions of the Americas made brief addresses. It is to be regretted that this splendid opportunity for perfecting, or at least for forming the nucleus of, an organization of the members of these institutions throughout the Americas was not taken advantage of. An intellectual union, which might have been brought into being, could serve,

it would seem, a far greater purpose in moulding that cultural Pan-Americanism of which Dr. Hackett spoke in his address at the session instituting the *Universidad Bolivariana*, than any one other agency, or group of individuals working for the same end.

"A part of the report of the Fourth Committee, which demands more than passing notice, provided for the creation of a Bolivarian series of historical publications. The report should have and could have included the larger idea of the whole field of human knowledge. There would seem to be no reason why there should not be created a series of studies covering all the intellectual activities of the peoples of the Americas. A series of translations into English of representative works of each of the Hispanic American countries published in the United States and thus made available for those students of this country who are interested in Hispanic America would be most useful. Although the task would be large, yet scholars of Hispanic American history in the United States ought to be willing to lend a hand in such praiseworthy service. It should be easy to persuade some twenty or more scholars to undertake the translation into English of a series of volumes representative of the best scholarship in the field of history of Hispanic America. Conversely, a commission of Hispanic American scholars should undertake the translation into Spanish and Portuguese of the best historical works of the United States. The American Historical Association, the American Association of University Professors, and the Pan-American Union by their approval of such a plan could doubtless give it the needed impetus. This should merit the attention of all students of the history of the Americas.

"In conclusion it may be said that the Pan-American Centennial Congress was eminently worth while and undoubtedly successful. Just what was gained of permanency is purely a speculative matter. It was evident, however, to even the most cursory student that the two schools on interpretation of Pan-Americanism are still in existence, and that there is yet a wide field of activity for those who believe that the varied interests of the peoples of the different sections of the Americas can be harmonized and organized to work for the common good of all."

N. ANDREW N. CLEVEN.

INTERNATIONAL INSTITUTE OF INTELLECTUAL COOPERATION.—
Bulletin No. 3 includes sections on the International Factors of

University Life, namely: International Conventions, Inter-university Conferences, International Lecture Courses, National Institutes Abroad and Similar Institutions, University Offices Abroad, International Students' Associations.

Section 2, National Universities and Their International Relations, with much interesting information in regard to exchange arrangements and personnel.

Section 3, Communications from the International Institute of Intellectual Cooperation, including discussion of problems in university life in various countries.

Section 4, Bibliography.

More detailed information may be obtained by correspondence with the offices of the Institute in Paris, or with the Institute of International Education in New York City.

AUSTRO-AMERICAN INSTITUTE OF EDUCATION.—Under the auspices of the America-Austria Society a new institution has been founded for closer contact between the United States and Austria in the field of international education. Its task will be to give full information to all Americans desiring to know about living conditions, traveling expenses, etc. American professors and students will be assisted in their scientific work and their stay will be made as profitable as possible at a minimum cost. Opportunities for exchange professorships and teaching positions will be considered; summer courses on the American plan will be held from July 15 to September 1, 1927. The director is Dr. Paul Dengler, I, Spiegelgasse 6, Vienna. The Institute is the Vienna representative of the Institute of International Education of New York.

STATE SCHOOL SYSTEMS.—U. S. Bureau of Education *Bulletin*, No. 42, 1925, contains statistics of state school systems. The total enrolment in elementary and secondary schools is more than 24,000,000; in public high schools nearly 3,400,000; of men teachers nearly 129,000; of women more than 632,000. The percentage of men teachers has declined from 42.8 in 1880 to 14.1 in 1920, since which time there has been an advance to 16.9. The percentage of pupils in high schools has increased from 1.1 in 1880 to 14 in 1924. The total expenditure per capita population has increased from \$1.56 in 1880 to \$16.25 in 1924, and the expenditure per pupil in the same period from \$17.71 to \$95.17. The relation of these marked changes to cer-

tain problems of higher education will be evident. The average annual salaries of teachers, supervisors, and principals for the year 1923-4 given by states ranges from \$456 in Mississippi to \$1942 in New York, the average for the continental United States being \$1227.

CARNEGIE FOUNDATION.—The Annual Report reviews the work of the year and gives the usual statistics. The number of allowances and pensions now in force has increased from 711 to 736. The general average of retiring allowances is slightly over \$1600; the total load of allowances and pensions in associated institutions has increased from \$1,067,025 to \$1,104,578; for non-associated institutions it has decreased from \$95,075 to \$80,095.

Pomona College has been added to the list of associated institutions, making the present number 88, of which 61 have adopted the contractual plan of retiring allowances. Harvard and California have adopted independent plans with the possibility of later purchasing annuities from the Teachers' Insurance and Annuity Association. The University of Wisconsin has been included in the system of retiring allowances for public school teachers. The remaining 24 institutions have as yet made no provision looking toward retiring allowances for teachers who have entered their service since 1915. An increasing number of able and progressive teachers are indicating their anxiety that these institutions should ignore so essential a condition of academic well-being. Eleven associated institutions report that they supplement retiring allowances from the Foundation. In several cases this implies compensating the reduction incurred by a teacher who retires between 65 and 70.

In the report of the progress of the Teachers' Insurance and Annuity Association reference is made to the fact that it is the only life insurance company whose policy holders actually nominate directors or trustees, and that the Association is enabled to offer annuities and insurance to college teachers at cost without the customary loading for expenses, and to assure the teacher that the whole of every premium that he pays or that is paid by his college for him, with accumulated interest, will be used only for his benefit or that of his designated beneficiaries. Anticipating the time when the work of the Association would demand administration which could not be provided from the income of one million dollars, the trustees of the Carnegie Foundation passed, on April 22, 1918, the following resolution:

"That it is the intention of the trustees of the Foundation to see that proper provision is made for meeting all reasonable overhead charges of the Teachers' Insurance and Annuity Association, in case sufficient means are not available for that purpose from the funds given by the Carnegie Corporation."

Supplementing this action, the trustees of the Carnegie Corporation voted on October 23, 1924:

"WHEREAS, the business of the Teachers' Insurance and Annuity Association is increasing so rapidly that it is evident that the expenses of management may come to exceed

(a) the income of one million dollars contributed by the Carnegie Corporation to meet the overhead charges of the Association, and

(b) such sums as are within the financial ability of the Carnegie Foundation to devote to such expenses:

Resolved, that it is the sense of this Board that in such cases the Carnegie Foundation should apply to the Carnegie Corporation for such further grants as may be necessary from time to time to give effect to the purpose for which the Teachers' Insurance and Annuity Association was established, which included payment of the entire expense of management without any diminution of returns to the policyholders, and that such grants as may be necessary to supply any deficit, after the application of the funds above specified shall be made by the Corporation as the occasion may arise."

By these resolutions the Association is now in position to carry out adequately and permanently its benevolent intention to conduct its operations without cost to the teachers who hold its contracts, and to see that all of the funds entrusted to it by them and their colleges are used for their benefit.

Part III of the Report deals with various aspects of legal and dental education; Part IV with national and international education, including an interesting comparison of conditions of secondary education in England, France, and Germany in respect to the United States. This is followed by a discussion of College Board examinations from the standpoint of Oxford teachers and Rhodes scholars, and a brief discussion of college athletics. The latter includes the following:

"The American system of control in higher education, for good or for ill, has vested in the college president powers that are, or have

been, almost absolute, yet the president is the servant of all masters. Winning athletic teams and the huge crowds that witness games have had a powerful effect upon the publicity that makes for increased registration. Perhaps, after all, our fundamental error has consisted in an inability to distinguish between undue expansion and wholesome requisite growth. Be that as it may, at a time when the college president might have curbed his alumni in their hue and cry after numbers, he often ran with their noisiest. When he might in respect of athletics have molded the academic conscience and reformed the opinion of undergraduates, he has often left the task to others. University funds have been loaned—at good interest, to be sure—for the erection of stadia to accommodate spectators at football games. Gate receipts, schedules, salaries of coaches and attendants, the repayment of loans and the meeting of interest charges, disciplinary administration, the taxation of playing fields, the scholastic standing of players, eligibility, and all the practices that are darkened by what we call commercialism without knowing precisely what we mean, have been permitted to corrupt a form of activity that might have been made of great value in training the powers of youth. Now that the current is flowing with its full force, the college president must consume years of persuasion to accomplish in athletics results that thirty or even ten years ago he might have achieved in months. In this respect he has been a leader who has not led.

“Any institution whose alumni, undergraduates, and faculty desire wholesome and rational athletics can have it both within its own walls and in modified competition with rivals. A college that sets about securing such athletics to itself may suffer defeat on the playing field, its registration may diminish, and its constituency may clamor; but its faculty will in time discover a change in the scholastic temper of its student body, and its undergraduates will learn the distinction between true athletic sport and noisy and scruple-diminishing competition.” :

REPORTS OF SOCIETIES

AMERICAN COUNCIL ON EDUCATION.—The *Educational Record* for July consists mainly of the proceedings at the annual meeting. From the Chairman's opening address on Training of the College Teacher the following passages are quoted:

"On the other hand, it has given us occasion to study more carefully certain matters that are of vital interest to education in general and, in particular, to the function of the college and its place in our educational system. Among these problems, the relations of college and university are of unquestioned importance as regards the training of teachers.

"Movements now under way seem to suggest that our problem before long will be out of date or will receive an unexpected solution. If the functions of the college are to be divided between high school and university, provision will be made through systems already in operation for the training of teachers. One part of the job will be taken over by the normal school, the other by the graduate school. This may easily come to pass where the college is the undergraduate division of a university. It is not so likely to be the fate of the separate college. Institutions which have traditions, resources, and records of usefulness are apt to survive, even if they do not transform themselves into universities. In one respect, however, they also are dependent on the graduate school. Traditionally, they look to it as the training ground for their teachers. They know well enough that the 'doctor' is not always what his title literally means. That they were told twenty-three years ago by an acknowledged leader among university professors. When graduate schools were still something of a novelty and higher diplomas something of a rarity, William James asked 'Will any one pretend for a moment that the doctor's degree is a guarantee that its possessor will be successful as a teacher? Notoriously, his moral, social, and personal characteristics may utterly disqualify him for success in the classroom; and of these characteristics his doctor's examination is unable to take any account whatever. Certain bare human beings will always be better candidates for a given place than all the doctor-applicants on hand; and to exclude the former by a rigid rule and in the end to have to sift the latter by private inquiry into their personal peculiarities among those who know them, just as if they were not doctors at all, is to stultify one's own procedure;'... 'The truth is that the Doctor-Monopoly in teaching, which is becoming so rooted in

American custom, can show no serious grounds whatsoever for itself in reason. As it actually prevails and grows in vogue among us, it is due to childish motives exclusively. In reality, it is but a sham, a bauble, a dodge, whereby to decorate the catalogues of schools and colleges.' Thus James smote, right valiantly, what he called the 'Ph.D. Octopus.' With weapons of varying calibre, the awesome creature has been pricked or slashed through two decades. But, apparently, its arms have not been shortened nor its strangle-hold relaxed...

"Naturally, the universities have shown no reluctance in responding to the call for their product. By so doing they maintained their prestige. They understood, moreover, that every doctor appointed on a college staff, was another agent in developing eagerness for research and thereby preparing undergraduates for strictly university work. Magnanimous in helping the college, they at the same time had an eye to business. And as seniors in the partnership, they easily prevailed upon the college to accept their ideas of teaching training.

"Occasionally, the college has a scruple. It begins to doubt whether the doctor is really teaching. He is industrious. His name appears, as contributor or critic, in scientific journals and in others less technical. But what about his students? They are interested of course—in what? They are getting inspiration—from whom? They are developing the critical faculty—on what is it exercised? They are moving forward to graduation, their diplomas, ready for signature and seal, attest in solemn phrase that the recipients are judged worthy of academic honor, that they are educated men, that they are living exemplifications of the ideal which inspires and directs the college. And society is invited to accept them as such.

"Complex thing as it is, 'society' has various standards of judging and diverse methods of applying them. Some sections of it, and not the least intelligent, have openly expressed dissatisfaction with the results of college education. If this graduate, they declare, is a fair specimen of your educative process, if he adequately represents the preparation you give men for life, then it is time you changed your ideas of living. If, conversely, your ideas and aims are correct, then it is time to find out why this graduate fails to realize them. Something is wrong; locate it. Revise your curriculum, shift your emphasis, change your methods. And having done these things, ask whether your teachers are equipped for their job...

"The significance of criticism, however, is more serious when the

critics are competent, especially when they speak with knowledge begotten of experience in college work. Some of their recent statements would indicate that the authors are ill at ease. What is meant, for instance, when hesitation is singled out 'as the most striking feature of educational policy?' In what sense is it true that 'the arts college lacks both conviction as to its aims and the power to interpret adequately such aims as it does possess in terms of educational offerings?' Is it a fact that 'many of our colleges are nervous with their own futilities?' Is there all over America 'a demand that the colleges justify themselves,' and that, in this demand, 'the chaotic and much-pillaged liberal college is the first target, for the very reason that its purpose is ill-defined and ill-understood within and without?' How far, in brief, is there reason for describing the college as a scene of 'incoherence and confusion,' of 'intellectual vagrancy,' of 'too much bustle and too little serenity?'

"If a tithe of such charges be founded, the college may well hesitate before it sanctions any program of teacher training. If it does not know clearly what its purposes are, it hardly can decide on the sort of teaching it ought to undertake and much less on the type of teachers it should consistently engage...

"Whatever be our estimate of the doctor's degree and of specialized research as a preparation for teaching, one thing must be recognized; the investigator knows what he wants. He has a definite aim. He locates his problem, splits it up, and attacks the unsolved part of it by special methods. Consequently, he gets results.

"Likewise, the teacher, in order to accomplish anything worth while, must have his objective clearly defined and seek its attainment by suitable procedures. In both these respects, there is a parallel between teaching and research. In another respect, there is a notable divergence. The researcher's aim is to get at the truth hitherto unknown. As to the form which that truth when discovered shall present, he has no concern. It may please or displease, support accepted views or overturn them, establish or disprove the researcher's own hypothesis. Whatever the event, provided only it be true, the researcher accepts it without regard to its import for human interests or values. He interprets his findings, but any attempt on his part to correct nature or to set up an ideal for nature to attain would be absurd.

"Now this precisely is what the teacher undertakes. With a reasoned purpose in view and with such knowledge of the student's capacity as he may have at command, the teacher, in accordance

with the laws of development, endeavors to fashion a growing personality upon the ideal of life as he conceives it. Because it is a worthy ideal, he cannot be indifferent as to results. Because it is the pattern which his own life more and more fully reproduces, he may not be contented with a manner of teaching whose results are at variance with his inmost convictions. He cannot consistently, out of respect for facts, brush the question of values aside.

"I believe that we shall not gain very much by further emphasizing the difference in training required for the investigator on one hand and for the teacher on the other. The main point is to insure that the teacher does get adequate training. In studying any subject, his aim should be not only to obtain information for himself but also to find the best means of using that information when he enters on his duties as a teacher. If it be established that research helps him, let him do as much as he can in the way of research. So long as he keeps it subordinate to his principal purpose and so maintains his perspective, it can do him no harm, it may prove a benefit to him, his students, and his colleges. . .

"To forestall such results, the college must first set its house in order by fixing upon its objectives. It may well take note of the specifications which are furnished by various departments of human activity and then determine how it can improve on these. Its guiding principle then should be that in supplying man-power, the *man* is the first requisite."

EDWARD A. PACE.

The Treasurer's Report shows total receipts aggregating \$67,000 for domestic purposes and \$60,000 for international, besides \$77,000 for the Modern Foreign Language study.

Federal Legislation.—The report of the Committee refers to the copyright bills as follows: "Two bills to amend and consolidate the acts respecting copyright and to permit the United States to enter the International Copyright Union, one introduced by Mr. Perkins and known as H.R. 5841 and one introduced by Mr. Vestal and known as H. R. 10434, were introduced during the session and referred to the Committee on Patents, which held extensive hearings on the question. The bill of Mr. Perkins appears not to be open to serious criticism from the standpoint of education. It ought to be acceptable to college professors and college presidents since it provides that, in case of infringement, the court may, at its discretion, allow

to the author of a lecture, sermon or address the sum of \$50 for each infringing delivery, a sum which rather raises the current market quotation on lectures and addresses. The Vestal bill, on the other hand, is open to serious objection because of the provision inserted in the bill at the instance of American publishers, providing that no person, library or institution incorporated for educational, literary, philosophical, scientific or religious purposes, or for the encouragement of the fine arts, may import a book originally printed and copyrighted in a foreign country, if the work is also published and manufactured within the limits of the United States, under an assignment covering stated rights for the United States, unless the proprietor of the United States copyright, within ten days after written demand, has declined or neglected to agree to supply the copy demanded at a price equivalent to the foreign price thereof added to transportation charges plus custom duties, when subject thereto, in which case a single copy at one time may be imported for use and not for sale or hire at profit.

"We have heard a great deal of the infringement on personal freedom due to the Constitutional law forbidding American citizens 'to buy a drink.' It is now proposed to curtail liberty and the pursuit of happiness by forbidding the American citizen 'to buy a book,' or at least the book he wants. As books are the tools of the scholar's trade, this is a grave infringement of the scholar's liberty and should, in the judgment of the chairman of your committee, be vigorously resisted. Fortunately, because of the desire to cover in any new copyright law the questions raised by radio as to property rights in brain products, it is not likely that action will be taken on the bill at this Congress, the radio field being too new for experience to have reached the point where it can be given definite form in a statute.

J. H. MACCRACKEN, *Chairman.*

International Relations.—The report of the Assistant Director refers to the difficulties in the evaluation of credits from oriental institutions, recent investigations of diploma mills in the United States, and the work of the Union offices in London and Paris; also to the anticipated publication of a year-book of American Universities and Colleges, now in preparation.

AMERICAN COUNCIL OF LEARNED SOCIETIES.—The May *Bulletin* reports the establishment of a Committee on Aid to Research, in-

cluding the following members: Guy Stanton Ford, professor of history and dean of the Graduate School in the University of Minnesota, *chairman*; Edwin F. Gay, professor of economic history in Harvard University and director of research, National Bureau of Economic Research, New York City; Edwin Greenlaw, professor of English in the Johns Hopkins University; Gordon J. Laing, professor of Latin and dean of the Graduate School of Arts and Literature in the University of Chicago; Frederick J. E. Woodbridge, professor of philosophy and dean of the Faculties of Political Science, Philosophy, and Pure Science in Columbia University.

"The Council offers in 1926, '27, and '28 a limited number of small grants to individual scholars to assist them in carrying on definite projects of research in the humanistic and social sciences (philosophy, philology and literature, linguistics, art and archaeology, history, economics, political science, sociology, and related fields).

"The grants are designed to facilitate and encourage research by mature scholars who are accomplished in scientific methods of investigation, who are engaged in constructive projects of research and who are in actual need of such aid and unable to obtain it from other sources. Only modest sums can be awarded to applicants whose requests are approved, and the maximum amount of any single grant cannot exceed \$300.

"The grants are available for specific purposes, such as travel, personal and secretarial assistance, the preparation or purchase of maps, charts, and appliances, statistical compilations, computations, copies, photographs, etc.

"Appliances and other materials purchased by means of the grants do not thereby become the property of those to whom the grants are made, but their final disposition will be determined by the Committee on Aid to Research.

"Each recipient of a grant should agree to furnish the Committee on Aid to Research with a brief report, showing the mode of expenditure of the grant and the scientific results attained through its aid; and should also agree to deposit with the Committee, when practicable, a copy of the published results of the research which has been aided by the grant.

"The grants will be restricted to scholars who are citizens of the United States or who are permanently domiciled or employed therein. They will not be awarded for the purpose of aiding the fulfilment of requirements for any academic degree, and as a rule, preference in

their award will be given to scholars who lack access to other funds maintained for similar purposes. . . ."

The *Bulletin* also contains a report of the Sixth Annual Meeting of the Union Académique Internationale, May 11-13, 1925. At this meeting the results of an inquiry as to the view of the member academies respecting an international language were announced as follows:

"(a) Not prepared to express an opinion at the present time: Denmark.

(b) In favor of Esperanto: Japan.

(c) In favor of an artificial language on a Latin-Romance base, but opposed to any of the existing artificial languages: Poland.

(d) Opposed to artificial languages: Great Britain, Italy, Netherlands, Belgium, Roumania, Norway, France, Czecho-Slovakia, Jugoslavia. The academies of these countries favor the use of one or more of the living world languages, the Italian academies suggesting also the possibility of having recourse to Latin."

THE ASSOCIATION OF AMERICAN UNIVERSITIES.—Extracts from Addresses at the twenty-seventh annual conference:

The Two Functions of the Graduate School.—"This altered complexion of the graduate school has come with the very large increase in the enrolment within recent years. Some of the universities in the East now have as many students in their graduate schools as they had a generation ago in their colleges. It is one thing, we may say, to deal with a group of fifty and quite another thing to deal with a group running to a thousand or more. The tendency has been to take over into the graduate school the methods of the undergraduate school: to admit students, as I have said, from an approved list of colleges just as students are admitted to colleges from an approved list of secondary schools, and thus to treat them *en masse*; to impose upon them 'a heavy weight of hours'—so many hours' credit for work done in a seminar—half credit, that is, half weight for hours that slip away in attendance upon lectures—and only a third of the hours weighted for the time spent in the laboratory, with a supplementary weighing of the hours put upon a dissertation. There are two kinds of hours—year hours and semester hours—with one or two other kinds. The hours of all kinds are transmuted into units or points by the aid of a time-machine, on which the operator pushes down buttons in accordance with some mysterious design. Finally, the points or

units, as they go into the academic record, are renamed credits. Here the process ends with a slip of paper, which a student may take with him if he wishes to transfer to another university. We all know, too, that a good deal of the teaching does not differ essentially from the instruction given in the undergraduate school. Most universities, as their catalogues show, maintain courses of study open equally to graduate students and college seniors. And with the addition of a few new anecdotes, the very same lectures that in the first instance aimed to strike a happy medium between college and graduate students, are to regale auditors in extension courses whose formal education came to an end somewhere in the secondary schools.

"Let this process go on for a few more years, and the graduate school will become, at least in its methods, merely a 'continuation school' as Dean Woodbridge has named it, though I rather think it has nowhere reached that point yet. The time has come for a halt and a turn in another direction. We should revert to the old flexibility, no longer dealing with students *en masse*, but individually. 'A man's a man for a' that'—not a numeral. There is danger of stressing too much the institution whence a student comes. A man who comes from a college rated as first class may be no better qualified to undertake advanced work than a man from a college of a lower rating. . .

"Any one who observes knows that the mere teacher of average intelligence plays out before he reaches the age of fifty, for by that time he has fallen back a quarter of a century in his knowledge, and thus has no longer the goods to deliver to the oncoming generation. Likewise only the most generously endowed universities can support research apart from some teaching, if that were desirable.

"On the side of research, the most promising of recent developments, though not always within the administration of the graduate school, are grants and endowments for general or specific investigations in the realm of the natural sciences or for carrying through to publication projects in the humanistic studies. They are bringing to the university groups of young men, who, having passed through their preliminary training, are ready to devote themselves to the study of social, economic, and scientific problems that naturally arise out of our civilization. With no intention of under-rating the contribution that Ph.D. dissertations have made to knowledge, the most important researches under university auspices are destined to be in connection with these new endowments. Here appears to be

nature's way out of the conflict, which has been very much exaggerated, between culture and research. The program of the graduate school is likely, I should say, to mold itself with the college teacher more clearly in view; while the university institutes at the same time draw upward the investigators with whom teaching is but a side issue. The time would seem to be ripe for art to step in to the assistance of nature. The two general classes of students within the graduate school may, perhaps, go on together for a period which can never be quite fixed; but at some variable point there should be a differentiation so that each class may go its own way. At a 'variable point,' I repeat, for 'A man's a man for a' that.' "

W. L. CROSS, Yale University.

ASSOCIATION OF GOVERNING BOARDS OF STATE UNIVERSITIES AND ALLIED INSTITUTIONS.—Notes from the Proceedings of the last annual meeting, from Secretary's report, by D. E. Ross:

"The following American Universities had the endowments indicated according to the latest available reports, namely, 1924, except in two cases indicated as 1923. This list contains all the institutions that have an endowment of ten millions or more.

"Harvard, \$64,413,891; Columbia, \$56,407,421; Yale, \$39,697,259; Chicago, \$31,992,620; Stanford (1923), \$27,279,571; Johns Hopkins, \$19,741,717; Cornell \$19,700,000; Mass. Inst. Tech., \$17,122,000; Rochester University, \$14,924,597; Princeton, \$14,000,000; Carnegie Inst. of Tech., \$13,829,000; Washington University, \$11,608,428; Texas, \$10,900,000; Pennsylvania (1923), \$10,208,000; Rice Inst., \$10,000,000.

"It will be noted that the University of Texas is the only one in the list that is a State University, although the University of Pennsylvania receives some appropriations from the state. It should also be noted that most endowed institutions find it necessary to annually ask their alumni for gifts to the current funds. . .

"That simply means that at the present time there are five state institutions that are in exactly the same class from that angle, except in so far as their student populations may vary, as the two largest privately endowed institutions in the United States. There are four state institutions that are on the same basis as the next three highest endowed institutions, and there are six on the same basis except as to student populations, as the next five. When we talk about the privately endowed institutions being able to do certain

things because they have an endowment, in reality it is a challenge to the governing Boards of the state institutions to bring about a situation in their respective states so that their income is on about the same basis as the number of their students would warrant..."

Extracts from the report of the Committee on Resolutions, unanimously adopted.

"Resolved. That it is the sense of this Association that the Conference report on Academic Freedom, setting forth standards to govern and control the opinions of the teacher, is a matter wholly outside the jurisdiction of this body.

"Resolved. That this Association approves the standards set up for the tenure of office contained in the Conference report on Tenure of Office, but that before the same shall become effective it shall be referred to the governing Boards of the several states for approval and report the action to our next annual meeting."

The following passages are quoted from the discussion: Mr. J. H. Beal, Regent of the University of Michigan:

"While we cannot interfere with the methods of teaching in our classrooms we are extremely concerned in the results, for the people of our states are calling on us continuously to correct some real or fancied shortcoming of the departments. For instance, have you not been accosted by some irate litigant, who has been imposed upon by the delays of the courts and kept in a law suit for seven or ten years over something that might have been determined in half the time? Has he not demanded of you that your Law School find a way to stop juggling with his rights? He asks if the new lawyers are impressed with the idea of serving their clients in preference to their fees. Another tax payer will be stirred up by fights in the Medical Department among the doctors, while the next man you meet wishes for an explanation of why English is not better taught in college and why the recent graduates cannot write a good business letter. Perhaps an engineer may come to you with the idea that he should have been given more cultural studies as a background for his technical training; or a teacher may want to know why there seems to be such a prejudice among faculty members against the School of Education? These are difficult matters for us since we are held rather closely responsible for what is taught as well as what is not taught..."

CONTRACT RELATIONS BETWEEN UNIVERSITY TEACHERS AND ADMINISTRATIVE OFFICERS.¹—Extracts from a paper by Frederic E. Lee, Executive Dean, University of Maryland.

"I knew of the conference which had been held last January, called by the American Council on Education, on the subject of 'Academic Freedom and Tenure.' The recommendations of the American Association of University Professors, periodically made on this subject since 1915, were familiar to me. Living within the shadow of the national Capitol I had the privilege of calling at the headquarters of the American Council on Education whose officers courteously called my attention to the very excellent study made at Smith College by a joint committee of faculty and trustees on the matters of appointment, salaries, tenure, and promotion, and the practices at Smith College in these matters during the past twenty years.

"Definite information, however, on existing practices in state universities was apparently not available. To secure such information, therefore, I reluctantly resorted to that bane of many a university administrator's existence—the questionnaire. When one considers the deluge of questionnaires that comes to the university official, the results from my questionnaire were somewhat surprising. In fact, I wanted replies to the questions which occurred to me in order that the data presented to you might be as definite as possible, and as indicative of existing conditions in State institutions as it was possible to secure. So I disguised the questionnaire and, as a matter of fact, sent out original letters to each of 64 state university or college heads. I did not mimeograph the letters; the questions were not numbered; no stamped envelope was enclosed for reply; I simply embodied my questions in a single page letter. To the 64 letters sent out I received 53 replies, representing 50 universities. This rather remarkable response indicated to me either one of two things, namely, the widespread interest of university administrators in the question being discussed, or their desire, like my own, to have the data presented to the Association of Governing Boards as definite and accurate as possible.

"In attempting to analyze this subject the first question I wanted information upon was what kinds of contracts prevail in state universities. Are the contracts definitely and legally drawn up and duly executed, or does the formal offer of appointment, made by the president, dean or head of a department embodying the terms of

¹ Address given before the Association of Governing Boards.

appointment, and the candidate's formal acceptance thereof constitute the contract? By whom are the contracts made, or, by whom are appointments made? What relation has the Board of Trustees or Board of Regents to the appointment of (a) deans; (b) professors; (c) officers of lesser rank? Does the Board make such appointments or does it merely confirm them by approving the budgets of the respective colleges or schools of a university which contain a long list of names of the appointees and the salaries paid? What provisions are made for acquainting the appointee with the tenure or term of appointment—are the periods or terms of service under different appointments published in the university catalogue as at Harvard, or, if not, are they definitely made known to the appointee at the time of appointment?

"One further question occurred to me as I read the interesting report which came to my desk a few days ago, prepared by Dr. Thompson, until recently President of the University which is our host, as his final report to the Board of Trustees and the Governor of this State. In discussing the salary situation in universities, Dr. Thompson expressed his belief that conditions should be 'such as to provide at least a standard salary for all professors in the earlier period of their service to be continued through the length of their years in service.' 'If this policy were followed,' he continued, 'no great hardship would be experienced in smaller salaries for younger appointments and a small reduction from the maximum on the part of those who are approaching the period when their service draws to a close. A sound practice in education would retain in the service of the University men advanced in experience and years, would limit their obligations in the classroom and possibly include a reasonable reduction in their salaries. The equities in the situation would suggest that a man should receive his maximum salary while of maximum service. It is doubtful whether men ought to be expected to render their maximum service in their latest years. A proper conservation of the energies of a faculty will sometimes make an adjustment of salaries and service an important issue.'

"In the matter of appointment various practices prevail. In 30 cases the Board of Trustees or Governing Board makes all appointments, usually upon the recommendation of the President. In fourteen colleges and universities all appointments are made by the President, 'on the authority of the Board' or 'subject to the Board's approval.' In four, at least, only the deans and directors need the

approval of the Board, all others being appointed or dismissed solely by the President. In six institutions replying all appointments are made by the President with a *pro forma* approval by Governing Board at the time of the approval of the annual budgets. The over-lapping in these figures is due to the fact that in certain institutions where the President has full authority in appointments, the full lists are transmitted to the Board with the annual budgets, and the approval of the budgets carries with it the approval of all appointments and promotions. All such appointments are usually made upon the recommendation of the head of a department or a dean to the President, and in cases where the Board appoints, through the President to the Board.

"In most instances the selection of a faculty is placed where such a responsibility rightfully belongs—on the president of the university, who in turn makes his selection upon the recommendation of the deans or heads of departments. If the Governing Board has confidence in the president of the university it should carry out his recommendations in the matter of appointments, when convinced that he has made a carefully considered recommendation. If the Board does not have confidence in the president's recommendations, he should be replaced by some one in whose ability as an executive there is no question.

"On the question of tenure of office there seems to be an increased tendency on the part of institutions to make appointments to the grade of associate professor and above permanent or of indefinite tenure, at least, after the initial appointments. Of the fifty universities and colleges replying forty-five follow this practice in some form. In eight, assistant professors are appointed for three years; in four, for two years, and in sixteen for one year. In some of these institutions subsequent appointments may be for indefinite tenure, without reappointment until rank or salary is changed. In thirty-seven institutions instructors are appointed for one year; in one, from one to two years; and in two or three institutions the second appointment as instructor may be for three or four years. In other words, in practically all of the institutions replying the instructor is on probation virtually as long as he retains that rank.

"In many colleges and universities the tenure of office is made known in the appointment blanks or by letter at the time of appointment. In others mimeographed circulars, booklets, etc., or the published By-Laws of the Governing Board contain definite statements of tenure. In no state university replying are the terms of

tenure published in the catalogue, and in far too many institutions the appointee is left to find out the periods of tenure for different ranks for himself.

"The data on the questions tabulated in my letter have been put in the form of a mimeographed supplement to this paper. This indicates conditions prevailing in the various universities in connection with contracts, appointments, treatment of aged employees, tenure and notification of the terms of tenure, subject to possible error in certain regards due to a possible misinterpretation of some of the information furnished.

"On the subject of tenure one university president writes:

" 'While you have this matter of academic freedom and tenure under consideration, I do wish that the point might be made that the contracts are bi-lateral and not uni-lateral. I can't quite understand the viewpoint of a member of the staff who feels that he has a perfect right to leave his position almost any time regardless of the inconvenience that it may make the institution in endeavoring to fill his position. It seems to me that the University is entitled to the same consideration from a professor who desires to abrogate a contract that the professor feels that he is entitled to from the University. From my own experience, I feel sure that if the University in some instances had asked certain ones to terminate their tenure of office upon the brief notice given by certain persons when terminating their connection with the institution, these persons would have felt, and perhaps rightly so, that they had a cause for complaint against the institution.' "

"In the matter of tenure of office, at the risk of possible repetition of what is common knowledge to many of you, I want to call attention to the recommendations made last January at the Conference on Academic Freedom and Tenure in Washington. In that conference the following associations were represented:

"American Association of University Women; American Association of University Professors; Association of American Colleges; Association of Governing Boards; Association of American Universities; Association of Land Grant Colleges; Association of Urban Universities; National Association of State Universities; American Council on Education. . . "

(The text of these resolutions has been printed in the *Bulletin* for February, 1925.)

"For the most part the conventions are similar to those proposed by the American Association of University Professors, the

Association that has been referred to as the professor's labor union. Certainly the reasonableness of these general conventions can hardly be questioned. I hold no brief for the Association of University Professors and am not a member of the Association. Yet, as has been frequently pointed out in the official organ of this Association, 'there is no disposition on the part of this body to perpetuate incompetency in academic positions. This Association is not organized for the purpose of protecting incompetent men in the occupation of positions where by reason of incapacity or indolence the necessary work is not being performed.' Equally clear cut has been the position on the positive side. It has been frankly acknowledged that the financial rewards of successful academic effort, even under very favorable circumstances, will not equal those attained by an equally successful business career. If capable men are to be attracted into the profession, it is necessary that the lack of financial return be in some measure balanced by a comparative security of tenure. This is based not alone on the convenience of the individual teacher, although that is an item, but on the general advantage to education in thus assuring the thorough attention of the teacher to his professional duties.

"It has been emphasized by the Association that while undoubtedly there should be, for every person entering the profession, a period in which the teacher is on trial, such a period should not continue indefinitely; when a teacher has attained that degree of professional success which gives him the rank of associate professor or professor, the probationary period should be taken to have ended. The tenure should be considered indefinite.'...

"Personally I know of no body of men who exhibit and demonstrate a higher idealism or a greater consecration to the task in hand than a group of university teachers. I make this statement deliberately and advisedly, not simply from an experience as a university teacher or administrative officer, but a rather extended experience with other types of men, where I have a first-hand opportunity to observe their ideals and attitudes...

"I have thus drawn, far too heavily perhaps, on my own experience to emphasize two important points: first, that university teachers as a class compare very favorably indeed with any other professional class in high ideals in their work and are worthy of the highest consideration by administrative officers and Governing Boards; and second, that without a feeling of security for the future no man can do his best work.

"There undoubtedly are 'cranks' among university professors. They may be, as was pointed out before this Association last year, 'a peculiar body of men' to deal with, yet have you ever thought that possibly their peculiarity may lie primarily in this regard, that they are willing to work harder on less visible compensation and with less provision for them for the future as a rule, than almost any other professional class?

"Certainly then, proper contract relations between university teachers and administrative officers should include measurably adequate compensation so that they may comfortably maintain the standard of living which is expected of them in order that they may render efficient service. What is adequate compensation for teachers? On the one hand you have statements like the one I heard made once by a member of a board of regents that 'no man can actually earn \$3000 a year in this teaching business;' or a statement like Magnus Johnson once made in a public hearing on a University of Minnesota appropriation bill. The University of Minnesota at that time paid its President, Dr. Vincent, \$10,000 a year. Mr. Johnson asked Dr. Vincent if he thought he earned his salary, saying he didn't see how it was possible when Dr. Vincent had admitted he didn't do any teaching. Possibly Mr. Johnson's remarks helped to make it possible soon thereafter for the Board to raise its President's salary to \$18,000. On the other hand there are the views of such writers as Frank Bohn in the October *Forum*, on the subject, 'Professors Should Get \$50,000 a Year. . .'

"Somewhere between these two extremes lies a happy medium which it ought to be the aim of every university administrative officer and governing body to reach as early as possible. As President Thompson of this institution pointed out in the report referred to, it is easier to retain an experienced teacher than it is to treat him justly, and it is far more difficult to secure a new professor of adequate preparation than to provide a reasonable competence for professors already in loyal service to the institution. In a booklet received from the University of California in answer to my questionnaire, entitled, 'What Are the Prospects of the University Professor,' former President David Barrows says, 'I repeat again that what the true university teacher covets is not a highly remunerative personal compensation, but a salary that will give reasonable comfort to himself and his family, spare him the anguish and humiliation of debt, provide for the proper education of his children and for his own

advanced years, and allow him freedom and opportunity to develop the field of teaching and research which most fully represents his capacity and enthralls his imagination.'

"If, as was suggested last year, this Association should discuss the ethics of one university coaxing away people from another, or as one speaker put it, 'the foolishness of other states in being willing to pay more for a man's services' than the state where he is rendering efficient service, then I believe it would be well in such a discussion to have the comparative facts regarding compensations fixed in different universities of similar size, with similar loads and responsibilities, presented. If any of the Governing Boards represented here are occasionally confronted with what appear to be epidemics of resignations on the part of faculty members, a comparative study of salaries paid university professors, deans, and presidents, say in universities of 4000 students or over, where the loads and responsibilities are similar, might indicate at least a plausible reason if not the real cause for such resignations. Take from the statistics of the *Bulletin* of the Bureau of Education on 'Statistics of State Universities and State Colleges' an instance of where the maximum salary for a full professor is from \$3600 to \$4500 in an institution of this size; and in another institution of similar size the maximum for a full professor is \$8000 or \$8500. Is there any wonder, then, if the work of a professor is recognized and he is offered a broader opportunity or scope for the accomplishment of his purpose, with a competence more nearly meeting his needs, and a provision for the future which will take away many of his worries and cares in this regard which handicap him in his work, he is tempted to take or does take what he considers the broader opportunity? I believe one of the greatest problems facing the university administrators and university governing boards today is that of properly adjusting the salary fund in their university budgets so that the university can procure and hold the best men possible for university teaching. If, as pointed out by Mr. Fessler last year before this Association, the principal or almost sole concern of a Governing Board should be the highest welfare of the institution, and if as stated, the agency which promotes the highest welfare of a university is its faculty, then adequate provision should be made to secure and to hold the strongest faculty which available revenues and conditions will warrant. . .

"To summarize then, proper contract relations between university teachers and administrative officers, whether the contracts be formal

or informal, or whether they be made by governing boards or by presidents or deans, should provide, in my opinion, for at least the following:

"First, measurably adequate compensation in order that the teacher may teach well without lowering his high idealism for service, and without having to dissipate his energies or interests by hack work in other fields in order to make ends meet.

"Second, the contract relations should provide for a comparative security of tenure for university teachers in order that a spirit of restlessness and uncertainty may not develop, and that the comparatively small financial reward for successful effort in university teaching may be compensated for in part by a greater security in position.

"And, third, they should provide for some form of retirement fund or some definite understanding that long and faithful service will not go unrecognized nor unrewarded, assuring university teachers of old-age security."

INSTITUTE OF INTERNATIONAL EDUCATION, FELLOWSHIPS.—A report by the Director reads in part as follows:

"We have 126 fellowships to administer. When you consider what this administration means you may realize how much labor it involves. Consider, for example, one of these several kinds of fellowships. We first advertise it to every college in the country and have applications sent in. All those applications with the credentials and records of the students are then sent to an expert in that field. That expert studies them with great care and sends them back to us listed in the order of preference. We then appoint a nominating committee at some university. This year we had a nominating committee of three men from the University of Pennsylvania; last year, it was from the University of Chicago, and next year it may be from Harvard. We send to this committee the best of the applications listed in the order of preference—not all of them, because for these 11 fellowships last year there were 102 applications, a very large percentage of them being very fine. We simply sent 20 to the nominating committee and from that 20 the nominating committee selected 11...

"In addition to these things we issue certain publications. The publications on fellowships have already been mentioned. In order to foster international good will among the masses of our students who cannot go abroad either on fellowships or on their own hook, we published last year a syllabus on international relations. Seven of

the most able men at Columbia University spent two hours a week for fourteen months in preparing this syllabus. It is simply a syllabus, not a reading book. We listed the great problems of international cooperation, the League of Nations, etc., and one man would bring in the material on one topic at every meeting and the other six would criticize it and amend it. The result is this book on international relations. Macmillan publishes it and I am delighted with the response that has come from all sides."

S. P. DUGGAN, *Director.*

BRITISH ASSOCIATION OF UNIVERSITY TEACHERS.—*The University Bulletin* for July 1926 contains articles on Tutorial Class Teaching, the Proper Size of Universities, etc.

"That raised the question of the proper size of a university. Here a distinction must be drawn between a collegiate or federal university (such as Oxford or Cambridge, or—in a different way—London), and a unitary university, such as Birmingham or Bristol. A federal university might attain large dimensions; but even so, London, with its 9000 students (mostly centered in some half-dozen of the greater colleges) was so large that it was apt to become mechanical. A unitary university should, perhaps, aim at a golden mean of 2000 students, or an average (in rough numbers) of about 400 in each of its main faculties. A university which largely exceeded this number might become an agglutinative combination of separate departments, with teachers too numerous to know one another addressing audiences of the dimensions of public meetings. It might run to seed in 'organization;' it might spend itself in great buildings or schemes of building. The heads of departments, especially scientific and technological departments, might be absorbed so much in management that they had too little time for education; the students might lose that personal touch with the teacher which was the true way of learning, and might wander in barracks of laboratories, with large-scale plant, too vast to be intimate, and too dispersed to make possible a rich and fruitful connection between branch and branch, between subject and subject."

ERNEST BARKER, Principal of King's College, London.

EDUCATIONAL DISCUSSION

WHAT IS EDUCATION?¹—"No person or institution can educate anybody. Education is a voluntary process. In the very nature of the idea, one must educate himself.

"Schools and colleges may be helpful; they often are; so with libraries, laboratories, and the association of fellow students. Possibly, but doubtfully, textbooks are useful. . . Great collections of books, often of a miscellaneous character, bewilder us. Textbooks create the impression, unconsciously be it said, that when one has learned the contents of the textbooks he knows something—such as history, or science, or mathematics. Assigned fragments of subjects reported back to teachers in what we call 'recitation,' duly marked and graded, fool us with the notion that they are educative. . .

"Education is the determined and long-continued effort of a serious-minded person to train his powers of observation, thinking, and reflection through gain in knowledge. A 'student,' rightly so called, is a person who comes to college to avail himself of assembled opportunities for self-education.

"We seldom think of the college as a place of high opportunity for serious men. Instead, we try to induce them to come by telling them that the college will enable them to 'get on in the world,' to prosper in business, to gain fame and favor, to be a little bigger and more prominent than other people. The favorite pastime of some college presidents is to tell how many of their graduates are in *Who's Who*. We seldom say to a young man: 'Here is opportunity to gain high spiritual satisfaction for yourself and to make yourself worth while in promoting the well-being of mankind.' Education means the abundant life, in that language means overflowing, a fountain of life springing up within you.

"Granting that we must educate ourselves, the next logical step is: *Intelligent Self-Direction*. We think of such capacity for self-direction as the goal of the training given in the schools. And in a real sense it is, for the time comes when we must launch out on life's ocean and steer our own ships. . .

"A fault with education in America is too much teaching, too much prescribing with education of what shall be learned and how it shall be learned. Freedom is what is needed in education. . . We need to get the mastery of our brains and of our minds so that they become

¹ Extracts from remarks at the Alumni dinner, Bowdoin College.

working instruments which we control. In education, will must master mind...

"Many people who are supposed to have trained intelligence are the slaves of moods. They can only do serious, intellectual work when they 'feel like it.' Now, I have noticed, in the observation of a long life, that the men and women who succeed in law, in medicine, in business, in preaching, in teaching, in authorship, in research (and they are so few) are the men and women who make their minds serve their wills...

"There is no such thing as a completed course of education. 'Commencement' is an unfortunate word, for it has lost its meaning...

"You have learned a little chemistry, a little physics, a little biology, a little mathematics. What will they mean to you after to-day if you drop them now?...

"You have had some work in history, in economics, in English literature, and in modern languages, with a bit of their literature. I tell you that ninety per cent of you will probably stop right where you are. Or I might say that, because of the inevitable shrinkage of your mentality, you will know less than you do now...

"I have little patience with vocational training in college, the taking of valuable time for the learning of a trade. Mastery of one's self prepares for mastery in any honorable career...

"Efficiency is a fine by-product of education, but to make efficiency the object of education is to debase that fine thing which we call 'character.'

"For many years we have been greatly influenced by German educational methods, not realizing that the educational process in Germany is designed to promote efficiency. Here is the difference between *Kultur* and culture. It is a very serious tendency which we observe in college catalogues of the present time—this tendency to use the precious four years of college to enable a man to get a living. Those years should be devoted to making living worth while..."

WALLACE BUTTRICK, in *Peabody Journal of Education*, Vol. 3, No. 3.

ADULT EDUCATION AND THE ARTS.¹—"When the two words 'adult' and 'education' were first joined together, a new era began in the history of education. It meant that a broader vision of what education is was dawning. It meant that the old notion of education

¹ Extracts from a lecture delivered in the University of Liverpool, May 15, 1925, by Dr. L. P. Jacks, Oxford, England. Reprinted from the *Bulletin of the World Association for Adult Education*.

as limited to a few years at school or college was passing away, and a new notion of it arising as a lifelong process which ends only when a man or woman has become incapable of learning anything more. And this demand for an extension of the time spent in education is bringing with it a demand for a change in the quality of education itself. Is it not pretty obvious that we cannot make much progress with adult education unless child education prepares for it and leads up to it? There must be no breach between the two. Both must aim at the same result and cooperate from the first. It is easy to see what the influence of the adult schools on the child schools is likely to be; indeed, if you look attentively you can see that influence already in operation. What the adult schools are saying to the child schools is something like this: 'Give the children,' they are saying, 'the kind of education that can be followed up and developed when they have become adults. Give less attention to those subjects and methods which stop short when the child leaves school, which cannot be followed up when he goes out into life, and which he is likely to forget and cease to care about; and seek rather to train his mind and his body in a way that can be continued and which we, the adult schools, can make it our business to continue when he comes to us.' That is the kind of reaction we may expect on education as a whole, and I say it has already begun to operate, though not as powerfully as it will do hereafter. At present the child school is the dominant partner and the adult educator has to pick up the threads as best he can at the point where the child educator drops them, repeating the same subjects and the same methods, and often wishing that he had been given something different to go on with, something better suited to the interests of the adult and to the conditions of adult life. But, later on, the two ends of the education process, the child end and the adult end, will come nearer into line; the pressure of those who are dealing with adults will become more and more effective in modifying the practice of those who are dealing with children by inducing them to work on the lines which are capable of continuous development throughout the whole of life...

"I think Thomas Carlyle hit the truth as nearly as anybody has ever done when he spoke of life as a brief pilgrimage between two silent eternities. Let us remember that when we talk about education for life. Is it life as seen from the threshold, or life as seen from the brink? It ought to be both—education for a brief pilgrimage between two silent eternities. A pretty comprehensive affair, which requires

us to think not only about the 'brief pilgrimage' but about the two silent eternities which round it off at either end. 'Our little life is rounded by a sleep.' Adult education will have to think of that. Child education naturally takes its stand on the threshold. But the adult has other needs, especially when he is no longer young. I imagine that adult education, with its motto of education for life, will have, sooner or later, to include in its curriculum a study of those great questions which confront the human soul when it stands on the brink. There is no danger at all, so far as I can see, that adult education will ever become an affair of the bread-and-butter sciences. I am rather inclined to think that the more emphasis we lay on education for life the more deeply we find ourselves committed, not to positive science alone, but to the pursuit of wisdom and skill along every road which lies open to the human mind.

"I say of wisdom and of skill, linking those ideas closely together. Wisdom and skill are two names for the same thing at different stages of its growth. What we call wisdom when we look at it from the side of knowing becomes skill when we look at it from the side of doing. Skill is simply wisdom in action. Wisdom is skill in the making; the wisdom which has not yet developed into skill is only half-grown; and if there is any form of wisdom you know of which cannot be developed in some corresponding skill, which stops short, so to speak, at the stage of knowing, and obstinately refuses to be carried into the stage of doing, there we have the best of reasons for doubting whether it is wisdom at all. The wisdom that cannot be acted either now or hereafter, that cannot be translated into its corresponding skill whether of the hand or of the mind, that offers no prospect and no possibility of passing from a truth that we know into a truth that we do—that is a wisdom not worth cultivating, for the simple reason that it is false.

"This, I venture to think, is what we mean when we insist upon education for life. We are asking for the wisdom that can be acted. We are asking for an education that adult men and women can translate into the art of wise living, thereby raising the aim of education, and not lowering it, as some people accuse us of doing. Art is simply wisdom in action, and the greatest of all the arts, the one in which all the others find their crown and glory, is the art of wise living. Give us the wisdom that leads up to that. Give us education for life.

"Taking wisdom in its broadest sense as covering both the humanities and the sciences, all that man may learn of the universe in which

he lives, and of his own nature as living with it, taking skill in its highest sense as the guidance of life in all its duties and relationships, may we not say that the end and aim of adult education, the keynote of all its activities is the transformation of that wisdom into that skill, so that culture may cease to be a barren ornament and learning have no useless department; but that all may come to a point and an application in a nobler and richer life acted upon the stage of the world?...

"It is one of the marks of a healthy civilization that at every stage of its progress it lays down a theme for the next stage to work upon, that it leaves behind it a legacy of great achievement which prompts the men of the future to think truer thoughts and to say wiser words than have ever been thought or said before. Education for life, therefore, demands something more than getting to know the best that has been said and thought. It demands that we should act it as well as know it, thereby furnishing the age in which we live and the ages that are to come with an unbroken theme for great thought and for great utterance...

"There are some people who seem to think that in order to promote the fine arts you must turn your back on the common work of the world, as it goes on, for example, in a great city, and betake yourself to another sort of society where the mysteries of art can be studied without the toil and din and turmoil of industrial civilization. I suggest another method of looking at the matter. I would suggest that we take the toil of the world as it stands, the toil of industry, the toil of business, the toil of the professions; that we find out the wisest way of doing all that—that we accept it and close with it and make the best of it; lifting it all to the highest level of excellence it is capable of reaching—and I venture to say we shall have taken the most effective steps we could take towards a revival of the fine arts, not excepting the finest of them all..."

HOW TO TEACH EVOLUTION IN THE SCHOOLS.—"No teacher should be forced to dissemble or to be insincere in expressing his real beliefs of scientific truths; he may rightly be forced to express his beliefs in a tactful manner, so that without dissembling he may not repudiate them. To my mind insincerity, lack of truthfulness, and dissembling of real beliefs are vital defects in a teacher which may ultimately destroy his entire usefulness, the rift in the lute which, ever widening, finally makes the music mute. Scholastic and aca-

democratic freedom in the expression of natural truth is as imperative as is scholastic and academic caution in the expression of personal opinion. I regret to say that some teachers do not distinguish between opinion and truth; they even pass backwards and forwards from truth to opinion and from opinion to truth without being conscious of their own vacillation. One invariable rule I have made with my classes is to stamp the word *opinion* on every hypothesis or theory, and the word *fact* on every established principle or law."

H. F. OSBORN, in *School and Society*, No. 576.

THE DOCTOR OF PHILOSOPHY DEGREE.—"It is now quite universally recognized among American universities that the Ph.D. is an earned degree; for an institution to confer it solely as an honorary degree would be regarded as outlandish and thoroughly indefensible. A sure way for any institution of academic pretension to become anathema would be to distribute among those whose substantial friendship it seeks to foster a few honorary Ph.D.'s."

R. D. HUNT, in *School and Society*, No. 576.

EDUCATIONAL FOUNDATIONS WITH SPECIAL REFERENCE TO INTERNATIONAL FELLOWSHIPS.¹—"It would be hard, I think, to maintain the thesis that our educational foundations have proved in any particular case a menace or a danger to our public institutions or to our educational system. But it would not be hard to prove that in some cases their activities have been futile for the lack of this educational statesmanship which their particular situation demands. The opportunity of our educational foundations is leadership; their danger is sterility..."

"The total annual expenditure of American money on international fellowships, Mr. Moe has estimated, is about two and a half million dollars. Of this amount, about half a million is expended by our colleges and universities, about a million by the various Rockefeller boards, and another million by all the other foundations combined..."

"Existing systems of fellowships cover all fields but they do not cover them evenly and in many cases not adequately. Probably the thing most needed to remedy this, at the present moment, is some system of coordinating the activities of the various fellowship boards. Candidates apply to and are refused by one board, who would be hailed with delight by another. Candidates are inadequately sup-

¹ Extracts from a paper presented to the New Haven meeting of the Association of American Universities.

ported by one board who could be taken care of magnificently by another. Some system of interrelation, some method of common action, is demanded both in the interests of the foundations and of the fellows themselves. It would not be wise in my opinion to have this coordination of work so strictly organized as to hamper the freedom of the different boards in any way. The important end to be gained is that candidates who apply to the wrong foundation should be passed on to the right one so that available material of high quality should not be lost through lack of information as to the particular interests of the different boards...

"There is behind almost every system of fellowships an international motive. Fellowships may be founded to cultivate better relations between certain countries and to insure the peace of the world by bringing about a greater degree of international understanding. But it seems clear from the experience of the last decade that this international purpose is best served if it is made a by-product rather than the principal aim. No international fellowships that I know of have been successful which do not minister to some educational need. They must justify themselves educationally in order to be of any use internationally...

"The traveling fellowships and scholarships maintained by our various universities and colleges are proving largely futile at the present day because of the inadequacy of their stipends. Most of them were established when money was worth about twice as much as it is at present and the stipends which were somewhat small even in that day are almost useless now for the purposes of international study. The same thing, it may be said in passing, is true of the system of sabbatical leave on half salary which is so usual among our colleges and universities. It has been estimated that fewer than three per cent of the professors entitled to sabbatical leave in this country actually take it for the reason that they and their families would be unable to exist, much less to go away for further study, on the half salary usually provided. It seems quite clear that institutions which believe in a system of regular leave will have to substitute a half year on full salary for the full year on half salary which is now so common...

"Experience has demonstrated that international fellowships are best adapted to the realization of specific aims and not to the pursuit of general culture. Unquestionably one nation may contribute elements of value to the culture of another, but it can do this effectively only through the minds of the best thinkers. It does not seem to me

possible for one nation to take over any great part of the task of educating individuals of mediocre ability from another. In general, candidates for international fellowships are most promising who have got most from the educational system of their own country before they go abroad...

"It is only a summary of all that I have said to point out that the most important element in the success of a fellowship is its administration, rather than the regulations under which it was founded. So far as these regulations are concerned, the most important element is flexibility. The service of such systems of fellowships is to show the way, to train the leaders. The conditions under which they operate should, more than any other part of our educational system, be subject to change not merely in order to keep up with the times but if possible to keep in advance of current thought...

"It would be excellent if some wealthy individual interested in that particular aspect of education would provide the funds, as has been done in the case of France, Canada, and Belgium. But preference should be given to more pressing needs, such as that mentioned in the preceding paragraph."

FRANK AYDELOTTE, in *School and Society*, No. 574.

OPPORTUNITIES AND DANGERS OF EDUCATIONAL FOUNDATIONS.¹—

"In trying to make clear that the relations between university and foundation are far more many-sided and complex than might appear offhand, I don't wish to minimize in any way the debt of the foundation to the university. In all seriousness, I don't see how the foundations could carry out what I conceive to be their peculiar functions without the university. The foundation may be convenient indeed to the university, but the latter could get along without it—it managed to do so for a good many hundred years; the foundation, on the other hand, is absolutely dependent on the university, or, to be more accurate, on university men and women...

"Most important of all, the university nearly always provides, directly or indirectly, the personnel to carry any project through, and helpful as the financial contribution to that end may be, it is always secondary in importance to the human contribution. This human contribution of the university is not limited to academic projects, but affects all the activities of the foundations..."

"The university and the foundation are alike engaged in the same

¹ Extracts from a paper presented to the New Haven meeting of the Association of American Universities.

great enterprise, the advancement of human knowledge and understanding. Both work through human beings, and the job consists in choosing the right men and women, giving them the tools they need and then letting them alone.

"In this task, the foundation supplements the university at its weakest points. It can provide freedom for immediate action. The fixed charges against its income are relatively insignificant as compared with those of the university, and it can usually put its hand on the funds needed. Apart from the questions of money, furthermore, the smaller body steers more easily...

"The foundation, also, from the nature of its contacts, can often get a more general view of needs and opportunities than seems possible for any single university. It inevitably becomes a sort of clearing-house of academic ideas...

"University administration for one thing is proverbially stingy in giving professors a chance to move about. When men from different institutions do get together, it is usually at the expense of one of the foundations, and I don't think their money is often used to better advantage. It is from such contacts that the cooperative research projects, which, as I said a moment ago, are characteristic of our day, usually arise.

"The university, on the other hand, helps the foundation where it most needs help...

"Not so long ago we used to hear that the grants of the foundations would dry up the springs of individual philanthropy. This has not proved to be the case. Indeed, I should be rather inclined to think that the danger, if any, is that conditional grants from foundations sometimes overstimulate gifts which individuals are not really justified in making.

"There is a real danger, as many of us believe, in accelerating to the point of distortion what would otherwise be the normal evolution of an idea or a project...

"There are those who believe, and their numbers are not negligible, that a grave danger to the community lies in the inevitable growth of foundations in numbers and power until an undue proportion of our total wealth is tied up in bodies which apparently have been devised with great skill to be free from control either by public opinion or by due process of law. Such disquietude is not without some historical justification, for in the time of Henry VIII half the wealth of England lay in the foundations of that day, which were, of course, the

religious foundations; and the Reformation in England was concerned quite as much with getting at these repositories of wealth as with any theological considerations. In his report as acting president of the Carnegie Corporation for 1923, Dr. Henry S. Pritchett has included an important historical study of foundations and their works and has shown how blind the custodians of these funds have often been to the public interest, and how often, even when they wished to do the right thing, they were prevented by the rigidity of their trust.

"With respect to our situation today, however, certain factors should be borne in mind. In the first place, in six of the eight large foundations which concern themselves with education, the capital funds are not tied up in perpetuity. The trustees may at any time distribute not only the interest but the principal. Technically speaking, I suppose, they are not foundations at all. This freedom was bestowed upon a board of trustees by the charter of the Russell Sage Foundation in 1907. It has been extended to those in control of the three great Rockefeller funds—the Rockefeller Foundation, the General Education Board and the Laura Spelman Rockefeller Memorial—and also to the Milbank and Commonwealth Funds. If, therefore, the trustees of these funds should at any time recognize the existence of the danger of undue concentration, they can quickly meet it.

"In the second place, I, for one, believe that the number of very large foundations is not likely to be greatly increased in the future. Those which we now have are the fruits of an economic and financial situation which has already changed. The individuals or family groups which could, if they would, found hundred million dollar endowments, do not exceed ten or a dozen at the outset. Income taxes, death duties, perhaps changing standards in the business and the industrial world, have already operated to limit the number of huge fortunes, and consequently huge foundations.

"On the other hand, endowments for specific purposes, with relatively smaller capitalization, for example, the John Simon Guggenheim Memorial Foundation, are likely to increase rapidly in number; and I believe we can look forward also to the growth, both in number and capitalization, of community trusts. From the diversified nature of their objectives in the case of the first, and from the geographical limitations in the case of the second, these organizations do not present the same problem as would an increase in the large endowments for general purposes...

"What lies behind the fear of the concentration of great funds in the

control of a comparatively small number of people is of course the possibility that the income from funds of this size may be so directed as ultimately to create a nation-wide limitation upon the freedom of human thought and human action. It should be added, therefore, that certain men and women who feel no alarm as to undue concentration are nevertheless apprehensive as to the future. They fear, not a deliberate attempt at control, but rather an unconscious limitation of the field of foundation interests and activities through a limitation of the angle of vision of those in control. The trustees originally chosen are, they say, conservatives, and, naturally enough, because the fiduciary responsibility of these boards is an essential part of their job, and those competent by training to handle large sums of money are pretty sure to be conservatives. As vacancies occur, they will inevitably be filled, in the opinion of these doubters, by others of the same stripe. As to the safeguarding of the funds, this is all right, but as to the distribution of income, in other words, as to the program of the foundation, is it the experience of mankind that the ideas upon which future progress depends are welcome to those who are satisfied with things as they are?

"It is a fair question, and a question of which a good many of the members of the existing boards are perfectly cognizant, in spite of their conservatism. They are all looking for younger people to fill vacancies, and this in itself involves a shift of the center of gravity toward what we call the left. They sometimes consciously seek a man with whom they know they will disagree on most points. A procedure which minimizes the danger of an ingrown board is now the accepted order in the community trusts, and these are destined, I think, to take an increasingly important place in the picture as time goes on. . .

"In my opinion, the real danger lies, not in concentration of wealth, or in conservatism or radicalism, but in a misunderstanding of function. Danger arises whenever any group with power in its hands, whether it be a state legislature, or the board of a university or of a foundation, believes it to be its business to use its power to direct opinion. Any such group is a dangerous group, regardless of the manner of its makeup and regardless of whether its action is conscious or unconscious, and, if conscious, whether benign or sinister in purpose.

"Let me add that a comparison of the programs of the foundations say of five years ago and of today, will, I think, show that the foundations themselves are coming to have a progressively clearer under-

standing as to the distinction between the advancement of knowledge and the direction of opinion.

"After all, the fundamental safeguard against the unsocial use of these funds lies, in the long run, in public opinion and the possibility of public control. The apparent immunity of those who direct them lies in the freedom from taxation which the foundations enjoy, but there is nothing irrevocable about the present exemption of such bodies, and the community, if at any time it felt so disposed, could tax an offending foundation, or all foundations, out of active existence.

"If I may be permitted to refer for a moment to the recent action at Madison: the point of importance in my judgment is not that the university should or should not receive financial aid from a foundation but that nine citizens of a great commonwealth, selected presumably because of their understanding of educational developments and educational problems, should feel that by voting as they did they were carrying out the trust imposed upon them as regents. Is not this an evidence that wider opportunities should be given to the public to understand something of the actual steps by which the trustees of an American educational foundation endeavor to carry out the trust imposed on them? It is hard to conceive that a fair-minded man or woman who studied the day by day operations of any one of the important educational foundations should fail to realize that the broadly cooperative character of these operations offers the most effective safeguard where needed, against any employment of these trust funds based upon unworthy motives. . .

"The foundations make mistakes both of omission and of commission in this imperfect world, and they will continue to do so. The real test of their utility lies in their record of positive accomplishment."

F. P. KEPPEL, *School and Society*, No. 574.

ACADEMIC FREEDOM.—"Such being the situation, what is likely to happen, or what, rather, ought fairly to be expected to happen, when the issue of academic freedom is raised? Leaving out of account the rare instances of personal misdemeanors which are punishable at law irrespective of the occupation or contractual relations of the offender, what is to be looked for in the case of a professor whose conduct is alleged to be such as to bring the university into disrepute, jeopardize its growth in wealth or numbers, or expose it to political or other attack likely to weaken its influence or lower its educational standing? The particular nature of the alleged offense has no bearing upon the

present discussion, nor yet the personal or political animus with which the charges may be urged. It is sufficient that a professor, as professor, shall have done something, or refrained from doing something, which someone else insists is in derogation of his duty as a professor, that the conduct in question shall have been defended by the professor as within the rights of academic freedom, and that a settlement of the controversy shall be demanded either by the public, or by the professor, or by other persons having some obvious right to be heard. Clearly, if the matter is to be disposed of in accordance with principle rather than by arbitrary fiat or administrative subterfuge, there must be a determination, applicable to the case in hand if not to cases in general, of the nature of the freedom that is claimed as a right, an examination of the circumstances with a view to determining whether or not the definition applies, and a judgment upon the offender in case his guilt is clear, or a clean acquittal if he is found blameless. Who is to make these determinations, direct these examinations, and pronounce these judgments?

"It seems to me to be beyond question that the only body which may properly act with final authority on any of these matters is the corporate body to which the property, administration and welfare of the university have been legally committed as a trust, and this whether the trust rests upon a private foundation or operates as an agent of the state. It is inconceivable that a governing board intrusted with the custody and care of land, buildings, libraries, laboratories, museums and productive funds set apart for educational purposes, authorized and required to pass upon questions of curriculum and degrees, and in general expected so to administer its trust as to win the respect and support of the community for the ideals which the university embodies and the social betterment it is set to achieve, should be expected to permit the reputation of the university, as the board conceives it, to be jeopardized by the acts of one of its employees without interference on its part, or concede a right in any professor, as professor, or in the whole body of professors acting as a faculty, to do what the board regards as prejudicial to university welfare. That any governing board will so act in any case is certain; the subtle influence of property and corporate solidarity will be found working here as in many other circumstances; but that it has the legal right to act is equally clear. It is indeed to be deplored that the course of governing authorities and their administrative representatives, in a large proportion of the cases of

academic freedom that have arisen, has been biased, irrational, arbitrary and harsh, violative of ethical propriety in its principles and of proper courtesy in its method. The governing bodies of not a few American universities have a heavy burden of moral guilt to bear for the treatment accorded to professors whose conduct has been called in question. Even a harsh exercise of authority, however, does not deprive authority of its legal rights or make the power itself one improper to be wielded at all, and the legal right and obligation of the corporate authority of a university to act when its trust appears to it to be endangered is not to be assailed, however unprincipled the use of the authority may at times have been. The definition of academic freedom is a function of the corporate authority of a university in this country, and the authority that can make the definition is the authority to apply it."

WM. MACDONALD, *American Review*.

CAN EDUCATION HUMANIZE CIVILIZATION?—"Another thing, also, the higher educational institutions could do and should do. They could and they should withhold academic recognition from college and university students who have shown no interest in the history and psychology of political experience, and have made no attempt to master them. The presence in legislative bodies, and occasionally in presidential cabinets, of men certified as educated but without elementary political knowledge is neither edifying nor reassuring. . .

"Our college daily life is organized about a block of hours in recitation rooms. Study hours are inconsecutive or casual, and too many of them fall in the time left over from extra-curricular activities, when neither mind nor body is fit for close application to intellectual work. The consequences, I make bold to say, are deplorable. In proportion to energy and money expended the American college boy is not getting the results that he should. Thirty-seven years of college and university teaching have convinced me that we are sacrificing men and resources to an evil tradition. We are sacrificing ends to means. Class recitations, lectures, and so on, were devised as means; we have too often made them an end to which the whole academic creation moves. I firmly believe that cutting down recitation and lecture attendance would be the greatest reformation that could be achieved in American college and university procedure. I would not have a college student attend more than one class a day, or more than one class a week in any given subject. He could then

be held to the business of getting a decent education by study and mastery. Incidentally he might become a human individual, and not just one of the million exchangeable units of an ant-hill. . .

"The moral and intellectual mischief that fanatical sentimentality can do is being revealed now by an insurrection against the truthful teaching of American history. Town after town, and state after state, has barred the use of textbooks based on more conscientious research and written by more competent scholars than were those used a generation or two ago. The accusation is made that the newer books destroy reverence for the fathers of the republic, by exhibiting them no longer as demigods, but as human beings, whose infirmities were like our own. It is a silly business. Reverence for those men of vision and fortitude will not suffer at the hands of truth. Their imperishable fame has not been reared and does not rest upon the modicum of error that has found its way into the record of impregnable fact.

"We have hitherto believed that bigotry would not lift its head in America. We are disillusioned. One state after another has forbidden or has tried to forbid the teaching of unexpurgated biology. . .

"The vital question here is not whether the doctrine of evolution is true but whether intelligent and truth-loving youth shall be permitted to look at the evidence which has convinced scientific men that existing species *have* sprung from lower forms of life. It is the question whether a great inquiry is closed, or shall fearlessly go on according to the scientific procedure of continuing scrutiny, re-examination, and check-up. Enlightenment is more than the substitution of one set of beliefs for another. It is acquaintance with the available data and with the various hypotheses by one or another of which it is hoped the data may be explained."

F. H. GIDDINGS, in *School and Society*, No. 602.

LOCAL AND CHAPTER NOTES

ARIZONA.—A brief report of events which have recently occurred at the University of Arizona will be of interest to members in view of the findings of the Committee of the Association which investigated certain conditions at the University two years ago.

In January the Tucson Ministerial Association requested an investigation, and in May of this year the Association filed with the Board of Regents formal charges against President Marvin to the effect that he had destroyed the morale of the institution, that he was lacking in personal integrity, and that he was unfit to hold so responsible a position as leader of a university. The text of the charges is as follows:

"To the Board of Regents, University of Arizona:

In reply to your communication of May 3rd, we desire to place the following charges against President Marvin: That he has broken down the morale of the University of Arizona through his habitual lying, through gross disloyalty to his associates on the Faculty, through the discrediting to the extent of seriously damaging their professional reputation members of the faculty who have displeased him, through the losing of the confidence of the students and of many people in the Community and State, and so weakening the influence of the University."

The hearing of the charges before the Board of Regents took the form of a "prosecution" under the leadership of Rev. E. C. Tuthill, Rector of the Episcopal Church in Tucson, and president of the Ministerial Association. A score of persons, including Dean Lockwood of the College of Liberal Arts and a dozen or more of the most prominent members of the Faculty, presented testimony against President Marvin, and flatly asserted that, in their judgment, it was impossible for the University to recover its lost prestige and morale, or to maintain high standards, under the leadership of President Marvin. The hearing of this testimony occupied three days of two sessions each. President Marvin's defense and the cross-examination of his witnesses occupied five days and a total of eleven sessions. The Chairman of the Board of Regents had promised, during the presentation of evidence against the President, that his accusers would have an opportunity before the close of the hearings, to put direct questions to President Marvin. At the termination of the defense, however, this privilege was refused to all except Dr. Tuthill, who was

not sufficiently conversant with faculty affairs to avail himself of it.

At a meeting of the Board of Regents on July 17, the vote stood four to four on a resolution that "all members of the Faculty be re-appointed with the exception of Dr. C. H. Marvin and Dr. Van Horn" (the University Physician). The Governor, who is an *ex-officio* member of the Board, was absent at this meeting. At the same meeting a motion was carried by a five to three vote that "not all of the charges against President Marvin had been sustained." The papers also report that at this meeting the Board of Regents took over the complete academic control of the University, depriving the President of his customary powers, and abolishing the Faculty Committees having advisory powers in the matter of appointments, promotions, and dismissal. The "Constitution," adopted by Faculty and Regents in 1919, which defined the rights and duties of the President and the Faculty, was thereby destroyed. However, a copy of this resolution cannot be procured from the Regents.

The seriousness of the situation confronting the University is evident when it is realized that, although the fiscal year of the University closed June 30, yet neither at *this* time nor for *some weeks* later had any budget for the succeeding year been adopted, no re-appointments of members of the faculty had been made, and no announcements of courses published. Not till September 13 was a budget adopted, nor did a catalogue appear till September 1, with the University opening September 13.

On July 21, seven members of the Tucson Ministerial Association signed the following resolutions:

We, the undersigned members of the Tucson Ministerial Association, do hereby place ourselves on record, in connection with the recent investigation conducted by the Board of Regents of the University of Arizona of the administration of the president, Dr. Cloyd Heck Marvin, as follows:

Dr. Marvin has been "exonerated" by a vote of five to three, on the basis that ALL the charges against him were not sustained. The vote to retain Dr. Marvin resulted in a tie of four to four. These facts indicate clearly that an investigation was imperative. We are also convinced that this matter has been no mere "Tempest in the Teapot," as various newspapers and certain individuals have stated. There have been involved grave moral issues of far-reaching consequence.

The public should know that, although Regent C. O. Case voted that not ALL the charges against Dr. Marvin were sustained, he stated that under no consideration would he vote to retain him as

president of the university. Later, when the matter of re-appointment was taken up, Regent Case voted not to retain Dr. Marvin.

While, perhaps, it may be true that not all of the charges have been sustained, yet we hold that it is true that a mass of evidence against Dr. Marvin has been produced which has not been satisfactorily answered.

The members of the university faculty who testified against Dr. Marvin did so at the risk of their positions, and their academic future. Their action called for a high type of moral courage. The people of Arizona should be very grateful to them for their fine courage and moral daring. Courage in the face of extreme odds is all too scarce in our generation.

We respectfully, but urgently call upon the Governor and the Board of Regents to take immediate action in the case which has now been brought to a deadlock by a tie vote upon the question of Dr. Marvin's retention. The long delay upon the part of the Board of Regents in settling this whole matter has been damaging to both the university and to the community. According to a recent announcement of the president of the board, E. E. Ellinwood, there will not be another meeting until September the 13th. We therefore believe that the time has come when the transcript of the investigation should be given to the public. The University of Arizona belongs to the people of the state, and the people are entitled to know the evidence in this case that they may draw their own conclusions.

Finally, on August 7, at a meeting of the Board at which the Governor was present, it was voted that President Marvin and members of the Faculty whose appointments had been held up be retained. The Regents adopted the following resolution:

This resolution, passed by the Board of Regents, this date, that the members of the Board of Regents believe in taking politics out of the University and wish to sink our differences. We have, after earnest consideration, re-employed all members of the Faculty with the President, with this proviso, that under the new order established by the Board of Regents, in the future all members of the Faculty and the PRESIDENT are under the direct supervision of the Regents of the University, and that if they do not fulfill their duties as the Board of Regents sees fit, they are subject to INSTANT removal.

The *Tucson Daily Independent* undertook to print, in daily instalments, the evidence presented against President Marvin during the hearings before the Board, deleting such of it "as might be so damaging to University interests" that its publication would be inadvisable.

A gubernatorial election is pending in Arizona. Both Governor Hunt and Mr. Ellinwood, President of the Board of Regents, were

candidates in the primaries of September 7 for the Democratic nomination for the governorship. Mr. Ellinwood, who supported President Marvin, was decisively defeated. Governor Hunt received the nomination over two opponents. If he is re-elected in November, it is possible that the case will be re-opened in the Board of Regents.

In the meanwhile, with the University divided into two hostile camps, and with the charges against the President, made by a responsible and disinterested body of persons, fresh in the minds of the community, it appears that a deplorable condition still exists at the University, and that the situation has not changed for the better since the Committee of the Association of American University Professors made its report.

GEORGE P. ADAMS.

COLUMBIA UNIVERSITY.—Announcement is made of courses in Organization and Administration of Higher Education during the current college year, given in part by members of the staff; in part by specialists in various fields of administration.

UNIVERSITY OF MINNESOTA, EDUCATIONAL RESEARCH.—A supplement contains an interesting account of the work of this committee from which the following passages are quoted: "As the development of administrative machinery has gone forward, two things have happened. In the first place, the officers charged with the major functions of administration, usually men who were hitherto prominent as college teachers, have found it increasingly difficult to maintain the erstwhile intimate contact with the major business of education, namely, classroom instruction and scholarly research. Trapped in the interminable succession of administrative details they find that they have neither time nor opportunity to study and understand the changing problems of students and instructors. . .

"Augmenting the difficulty has been the injection into the administrative organization of a non-academic personnel often clothed with large administrative powers. It has been necessary and for certain purposes desirable to employ persons who have not been teachers and who are not in any sense educationists. Some of them are not even college trained and know little or nothing about educational issues. Even in cases where they have had educational training it has often been in a field remote from that in which they must work. It often results from this situation that decisions about educational matters

are made by persons little informed about the distinctly educational aspects of the issues involved, and at times unsympathetic with them.

"Correlative with this growing remoteness of administrative machinery is a tendency to indifference and, at times, impatience on the part of the college faculties to the consideration of matters of educational policy and administration. The source of this disinclination of college faculties to think about educational matters is not, I am convinced, based upon any real lack of interest in educational problems. It rather eventuates from a growing sense of the inconsequential character of their deliberations and decisions, and from the habits of mind which have been generated by the great specialization of knowledge in our time. Too often faculties have settled seemingly important instructional or curricular problems only to find the same problems confronting them on a later occasion and as recalcitrant as ever. They discover that forces outside the range of their own interests and knowledge have modified their decisions and rendered them futile.

"It has been easy under these circumstances for misunderstanding and even suspicion to arise between the faculty and the administration, and the growing remoteness of these two agencies has not been bridged by the creation of new administrative agencies in the organization. Nor is it likely that administrative devices will provide the ground upon which these two major agents in university activity can meet with common understanding. Both for the proper functioning of the faculty and for the guidance of the administration there is needed another sort of service, a service that will enable us to substitute facts for opinion in the consideration of educational issues...

"It does not appear to the credit of colleges and universities that they have thus far lagged behind progressive public schools in this matter and certainly behind many forward-going commercial concerns. Rather is it strange that a body of men which is composed of the very apostles of the scientific and scholarly method in other fields should have done so little to apply those methods to the analysis of the work which occupies their major time...

"The University of Minnesota Committee on Educational Research is a non-administrative body appointed by the president of the university for the purpose of studying the problems of college education in this university. Its formal reports are made directly to him.

The committee is composed of fourteen members of the university faculty, eleven of whom are administrative officers. . .

"The first of the subcommittees to function was one created for the purpose of planning a student personnel record to be used as a basis for advice and guidance of students and for the accumulation of information to be used in later researches. This subcommittee, of which Professor Paterson is the chairman, made an extended study and analysis of personnel blanks already in use in the several colleges of the University of Minnesota and in other institutions throughout the country. On the basis of these studies the subcommittee devised a personnel record which, after much discussion by the general committee, was approved and recommended for tryout in such colleges as cared to use it. . .

"Although the philosophy under which the committee operates is doubtless apparent from this review of its activities, it may be useful in conclusion to restate certain of its tenets.

"1. The growth of the American university has rendered more acute many of the traditional problems of college education and has created certain new problems. Concerning these problems there are both staunchly held and often diverse opinions. There is also much vagueness and doubt. About many of them there is little factual knowledge, a deficiency that makes fertile soil for the persistence of educational superstitions and vagaries. The committee believes that progress may be made and college education bettered by submitting some of these problems to scientific and experimental examination.

"2. The success attending the rapidly developing methods of educational research in other fields warrants their application to the college field. It is recognized that, for the most part, the available techniques must be modified and that new ones must be invented in view of the peculiar nature of college education. Notwithstanding, ample grounds exist for believing that the problems of the college are not inscrutable by the methods of science. The genius of investigation at this time lies in the capacity to invent the methods for effective scrutiny, and, in particular, to devise procedures by which important problems may be submitted to experimental examination.

"3. One of the essential conditions of much of the educational research desirable in universities is that it be widely understood and appreciated by the university faculty. One effective means for developing such understanding and appreciation is that faculty

members actually participate in educational investigations and publication. The number of such persons in a university faculty whose interests and abilities enable them to engage in such activities is greater than is generally supposed, and one function of an educational research committee is to discover such persons and encourage them in such work.

"4. Most of our universities are in need of developing a professional attitude toward the educational problems they confront. Many able faculty members who are professional in regard to science, to scholarship, to art, to certain select vocations, are in reality the merest tyros in regard to education. They will toil interminably to establish with experimental proof some fact in science, and in a moment of leisure, they will turn about, and, while standing upon one foot, will settle with a wave of the hand the profoundest of educational questions. The effective antidote to such amateurishness and dilettantism in educational discussion is a body of factual knowledge and one function of our committee is to create an atmosphere that will be conducive to the serious study of university education. This it has sought to do by enlisting a large number of the faculty in its various enterprises..."

M. E. HAGGERTY.

The Work of the Committee of Seven.—"The outstanding conclusion of the study of the factors that control the selection of the high school graduates who enter the university is that such selection is sociological in its nature first; second, it is based upon the biological accident of sex; and third, that intelligence, as measured by psychological tests, and scholastic achievement in high school as measured by scholastic rank in the high school graduating classes, are relatively unimportant factors in determining who shall enter the university. The factors which operate in the selection of students for university entrance are not superiority in intelligence nor in scholastic achievement in high school, and probably these have not been the dominating factors of selection in many decades if they ever were, though there is no objective evidence to support this latter statement. The proximity to the university of the student's residence, the occupational status and nativity of his father, the influence of such conditions in the home as parent's mortality, and similar factors are those which are most powerful in determining whether or not he shall enter the university. The influence of

sex is more powerful than appears from the data reported, since the men, who enter even such colleges as Science, Literature, and Arts in far larger proportions than women, are in the minority in the number of graduates from the high schools of the state. The obvious conclusions from these facts are first, that many students of better than average ability are not now entering the university because of the operation of the factors of selection; second, that many students are entering the university who cannot achieve success upon the present level of higher education; third, that either because the present types of higher education do not meet their needs or because of the influence of other selective factors outside the university, women are not entering the university in the numbers that should be expected.

"The meaning of the first of these conclusions for the high schools and the university seems clear. Every effort must be made by both institutions to overcome the effect of the factors of selection which are keeping out of the university the superior student, who presumably can profit most by advanced education, in order that he may receive the values accruing from further education and thereby become more useful to society. What is to be done for those of lesser ability who are not good college risks upon the present level of advanced education but who are entering the university in large numbers is not so clear. Two solutions are possible. First, objective means for predicting the success of students in advanced education may be perfected and then those who will be unsuccessful may be guided away from further education into fields where they will be successful, thus saving them and the state loss of money, time, and misdirected effort. The second solution is the organization of courses which they can pursue with profit upon levels of education beyond the present secondary school but different from the level of higher education now in vogue. This latter proposal would mean a reorganization of much of our present educational system. The beginnings of such a reorganization are now in existence in the university and in other institutions of higher learning in the state. In the opinion of the committee this is the proper solution of this problem...

"The program of guidance in the university is broad in its scope, involving psychological tests, personal information and history, counselors trained by the university, physical examination, mental hygiene, orientation courses, and other means of acquiring informa-

tion concerning students and for adjusting them to their environment and their objectives in life. No high school in the state approaches the university in the comprehensiveness of its guidance program. The committee has no criticism to offer, its only suggestion being that the university consider the wisdom and desirability of reorganizing the freshman year, in part at least, so that it might become more of an orientation year...

"But improvement of teaching methods is not the only nor the final answer to the question of selection. The numbers of students of inferior ability seeking further education will still be large. The committee believes that public education cannot ignore these students. Nor is it an answer to the problem to allow them to fail in the university. The solution of this problem appears to be scientific attack upon the problem of education beyond the present four-year high school. An effort must be made to discover the types of vocations, semi-professional and business, for which such individuals can be educated. The values in literature, history and social science, science, mathematics, and other fields which they can attain must be sought out. And from these materials there must be organized a type of education which will be suited to the abilities and the needs of these individuals. No other solution to this problem can conform to the ideals of democracy in education, of equal educational opportunity for all."

C. W. BOARDMAN.

Predicting College Achievement as a Basis for Educational Guidance.

—"Our immediate contribution should include reliable means of measuring: (1) college ability on the freshman and sophomore levels, (2) outstanding or superior ability in general, and (3) special abilities or aptitudes, as for the study of medicine, law, or engineering. We shall not have time to discuss the third point in this paper. If we can recognize those persons who can profit by training in college and can distinguish those who will prove to be superior students, we shall be able to do a great deal in intelligent and useful educational guidance...

"What we have been able to do by these methods may be summarized as follows: In the way of predicting lack of ability for satisfactory college work as now conducted, we have pointed out individuals to the number of 20 to 25 per cent of the groups studied with an error of less than 1 per cent of the total group. The results have

been tested in different classes by one year, two years, and four years of college work. The number of predictions of unsatisfactory work is equal to one-half of those who ultimately do unsatisfactory work. Further refinements of this method which have not been proved over as long periods seem to enable us to increase the number of correct predictions very materially, perhaps to two-thirds or three-fourths of the eventual number of unsatisfactory students. . .

"In the matter of predicting capacity for high scholarship it is possible to select a group of students among whom will appear nearly all those who will attain an average standing of B in all their work. When this is done some months before the students come to college, it may be made a strong incentive or encouragement to undertake college work. It also makes it possible for the faculty advisers to know what kind of attention to give to this type of student in order to stimulate him to achieve up to his capacity. Capacity achievement for every student, not only in grade getting but in all things that are worth while, is one of the chief objects of educational guidance. . .

"Students who are lacking in qualities of studentship which we can examine and measure, students who for this reason are unable to pursue a four-year college course or a professional course profitably, students who will find the usual type of college curriculum unsuited to their needs, students whose proper care would require drastic remodeling of the curriculum, methods of instruction and administration in the present-day college—these students number between 30 and 40 per cent of all entering freshmen. . .

"If we could give this prediction to pupils and their parents two or three months before time for registration in college, we should find a considerable number of students accepting this form of educational guidance. We tried this in the Twin Cities a year ago with very obvious results in selection, although these results were naturally small in volume at this first trial. Physical conditions make it impossible to carry this out through the whole territory from which we draw students. Eventually, however, one of our aims—not the aim of the university, but the aim of the educational leaders of the country—must be to save these young people who are unfitted for college the loss of time and money and the discouragement which is their only fate under present conditions. To say that we must let these people come to college and suffer defeat and failure without trying to help them is to wash our hands of a responsibility which no one else but university men is now able to meet, it is a denial of social

progress, it is an expression of pessimism and an acceptance of brutal competition as nature's only means of finding the place of individuals in a social organization. I use this strong language because nowhere in state universities is anything worth while being done to meet this responsibility...

"What will happen in educational organization will be determined by the needs of society, which can be met by training in schools. First of all there is need for a wide range of studies essentially on the secondary level. These are needed to occupy profitably the time of the large body of students who wish to remain in school to the age of eighteen or nineteen years. They are needed for rounding out information, for vocational, commercial, trade, and artistic training, for the creation of an educated class—as large as may be—possessed of information and prepared to meet with intelligence the duties and opportunities of their lives. A large amount of such instruction is already offered in high schools—so that many pupils might profitably remain a year or two in the high schools of their cities after graduation—and in junior colleges connected with high schools or independently supported. The chief needs are a further development of vocational and trade high schools in cities large enough to support them and the development of a system of junior colleges with local and state support.

"A second need is for vocational and semi-professional training, which requires more than two years beyond the high school or requires special conditions not found in every community. This training can be given in part in junior colleges and small colleges but must be finished largely in the better equipped colleges or universities.

"A third need is for technical, professional, and scholarly training. This can be offered successfully only in the last two years of the best equipped colleges and in universities and graduate schools. Preparation for and admission to this instruction requires active selection and guidance during the freshman and sophomore years...

"These things can be brought about only by educational measurements and educational guidance, unless we are satisfied with the slower and more painful methods of the cave and the jungle. We have risen from the life of the cave and the jungle by improving, from generation to generation, our technique of social adjustment and of functional placement of the individual in society. The methods of educational measurement and guidance now being developed provide the means for a very pronounced new advance.

It is necessary, however, that they be devised and appraised in the light of the problem of social adjustment as a whole.

"It may be worth while to sketch in barest outline some of the practical proposals that may be considered by state universities. If we are to go on with some program of educational guidance, I would suggest first the holding of examinations in June in all sections of the state for the purpose of rating students, of advising them as to their prospects of success in college or professional school and of giving them the full benefit of all forms of vocational and educational guidance which the studies and experience of personnel workers have rendered available and shown to be reliable. The way in which this would enable the university to increase its positive service to the state would be by the encouragement of a larger number of the more capable students to enter the university.

"Second, I would organize cooperation between the university and the advisers of students in the high schools, not only to secure the cooperation of the high schools in selection of students for the university but much more to help the high schools to guide intelligently those students who should go into other schools or directly into occupations.

"Third, I would secure the means of offering freshman scholarships to high school graduates who give the highest promise of becoming unusually capable students, the selection to be made on the basis of tests, scholarship record, interviews and all available information. I would give such scholarships to promising students who would not be able otherwise to come to college, and I would make the scholarship large enough in each case to make attendance possible. Such a system of scholarships—say fifty of them each year—would directly increase the number of capable students coming to the university, would call attention in a striking way to the possibility of guidance in advance, and would indirectly give great encouragement and stimulation to other capable students to go to college.

"Finally, through the cooperation with the advisers of students in high school and through special announcements to the parents of students whom our examinations show to be most promising, and through the advice given to freshmen, I would bring forcefully to the attention of parents and pupils the opportunities offered by scholarships, loan funds, and self-support as encouragements to the capable students to continue their higher education."

J. B. JOHNSTON.

NEW YORK UNIVERSITY.—Department heads in the two undergraduate colleges of the University will hereafter be appointed annually, with the title of "Chairman," while in the Graduate School the appointment will remain permanent as before, with the title "Head." In each department the Chairman and the Head will be independent in their respective Schools, but will cooperate closely. The Chairman will make report to the Head, and all three will confer among themselves and with the deans about common departmental interests.

The Chairmen thus become more like Chairmen of other administrative committees, with appointment depending upon the nature and pressure of other college services—not upon departmental seniority.

In each school all members of the departmental staff of professorial rank will participate in administration under the Chairman. This step is hoped to free some senior professors for research work, also to give scope for the administrative abilities of younger men, and in general to promote flexibility and democracy in administration.

(Reported by Chancellor Brown in the *New York University Alumnus*.)

YALE.—*Revision of Educational Methods in School of Medicine.* Thoroughgoing revision of its educational methods with a view to placing less emphasis on routine class work and more on independent thought and research is now planned by the Yale School of Medicine.

The faculty is considering the abolition of the year system of study and the resultant division of the student body into classes. This program will also involve the abolition of the system of examinations at the end of the different courses. The student will be allowed to select the sequence of his studies in the subjects which at present comprise the first two years of the medical curriculum, and then after qualifying for the clinical subjects, he will again be allowed liberty of choice. Their arrangement and his completion of them in any period of time will be largely a matter of his choice and ability. Admission to a course will depend on his fitness for the work as determined by the instructor in charge of it.

"These changes may seem radical, but they are in accord with adopted systems of graduate education, and medical education is graduate education.

"There must, of course, be some check on the students' accom-

ishments. Group examinations, as well as the graduating thesis, will serve this purpose. For the convenience of the faculty such examinations may be given at fixed times, but within reasonable limits the student may determine when he will present himself for such a test.

"Aside from other advantages, such a system will be equally valuable to the student who acquires knowledge rapidly and to his slower colleague. It is hoped that by the elimination of the class system, the pupil who acquires knowledge less rapidly will be less reluctant to spend more time in preparation, while the more brilliant scholar will be more willing to spend longer periods in investigation and specialization."

Divinity School Revises Its Course of Study.—In order to prepare its students to meet current economic and social problems the Yale Divinity School has completely revised its course of study. The traditional division of the School into five departments for the training of ministers, foreign missionaries, religious educators, social workers, and college teachers of religion has been abolished. Instead a system of unit credits, a unit being a three-hour course for half the year, has been set up. Thirty units are required for the degree of Bachelor of Divinity. Fifteen units are listed which are required of all students. Each student must in addition choose five units from the field in which he wishes to specialize. The remaining ten units are free electives.

In giving the reasons for these changes Dean Brown said: "To the traditional theological subjects there have recently been added a wealth of new subjects dealing with the application of Christian principles to the life of today. Such subjects are pressing in as the psychology of religion, the principles of religious education, Christian ethics, sociology, labor problems, and the principles of Christian philanthropy. The Yale Divinity School was a pioneer among theological seminaries in its decision to include the newer subjects in its curriculum. It organized its work nearly twenty years ago in five departments for this purpose. Yet the feeling has grown that a revision of the curriculum might be made which would avoid the appearance of splitting our work into that of five schools and would lay larger emphasis upon those fundamental subjects which are essential for training in all forms of professional Christian service. We have now attempted to devise a course of study which will permit the student to concentrate upon a smaller number of subjects in

each term, to lay less emphasis upon lecturing and note-taking, and more emphasis upon training for independent and creative work in the hope that by these methods we may continue to do our part toward the solution of the new and pressing problems confronting Christian workers everywhere."

NOMINATIONS FOR MEMBERSHIP

The following thirty-eight nominations are printed as provided under Article IV of the Constitution. Objection to any nominee may be addressed to the Secretary, H. W. Tyler, Cambridge, Mass., or to the Chairman of the Committee on Admissions¹ and will be considered by the Committee if received before May 1, 1926.

The Committee on Admissions consists of F. A. Saunders (Harvard), *Chairman*, W. C. Allee (Chicago), Florence Bascom (Bryn Mawr), A. L. Bouton (New York), J. Q. Dealey (Brown), E. C. Hinsdale (Mt. Holyoke), A. L. Keith (South Dakota), G. H. Marx (Stanford).

Frederick Gibbs Axtell (Librarian), Macalester
Edgar A. Baird (Botany), North Dakota
Horace M. Banks (Medical), North Dakota
Anne Landsbury Beck (Music), Oregon
Clarence V. Boyer (English), Oregon
Chester A. Buckner (Education), Pittsburgh
J. Austin Burrows (Chemistry), North Dakota
Glenn Clark (English), Macalester
Roger W. Cooley (Law), North Dakota
Paul Tillson Copp (Mathematics), Detroit
Finla G. Crawford (Political Science), Syracuse
C. Wayne Dancer (Mathematics), Toledo
Clara Marie de Milt (Chemistry), Tulane
Violet Gardner (Romance Language), Allegheny
J. M. Gillman (Statistics), Pittsburgh
Theodore Goodman (English), C. C. New York
Edwin E. Harris (Chemistry), North Dakota
Howard D. Haskins (Medicine), Oregon
H. Herbert Johnson (Biology), C. C. New York
Hiram L. Jome (Economics), Denison
Nancy Belle Judy (Home Economics), Mills
G. A. Leatherman (Economics), Chattanooga
Edwin S. Lindsey (English), Chattanooga
Harris F. MacNeish (Mathematics), C. C. New York
Florence Minard (Home Economics), Mills
W. E. Mosher (Political Science), Syracuse
Kenneth B. Murdock (English), Harvard

¹ Nominations should in all cases be presented through the Secretary, H. W. Tyler, 222 Charles River Road, Cambridge, Mass.

Harvey W. Peck (Economics), Syracuse
William Rieman (Chemistry), Rutgers
James M. Reinhardt (Sociology), North Dakota
Donald A. Roberts (English), C. C. New York
Herbert Ruckes (Biology), C. C. New York
Frank M. Simpson (Physics), Bucknell
Preston W. Slosson (History), Michigan
Lillian Stupp (Physical Education), Oregon
Florence M. Teagarden (Psychology), Pittsburgh
Olaf H. Thormodsgard (Law), North Dakota
Christian Van Riper (Economics), Wittenberg